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SOCIAL STUDIES 33

LEARNING FACILITATOR'S MANUAL

MODULE 8



**Distance
Learning**

Alberta
EDUCATION

Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 33
Learning Facilitator's Manual
Module 8
Harmony In An Interdependent World
Alberta Correspondence School
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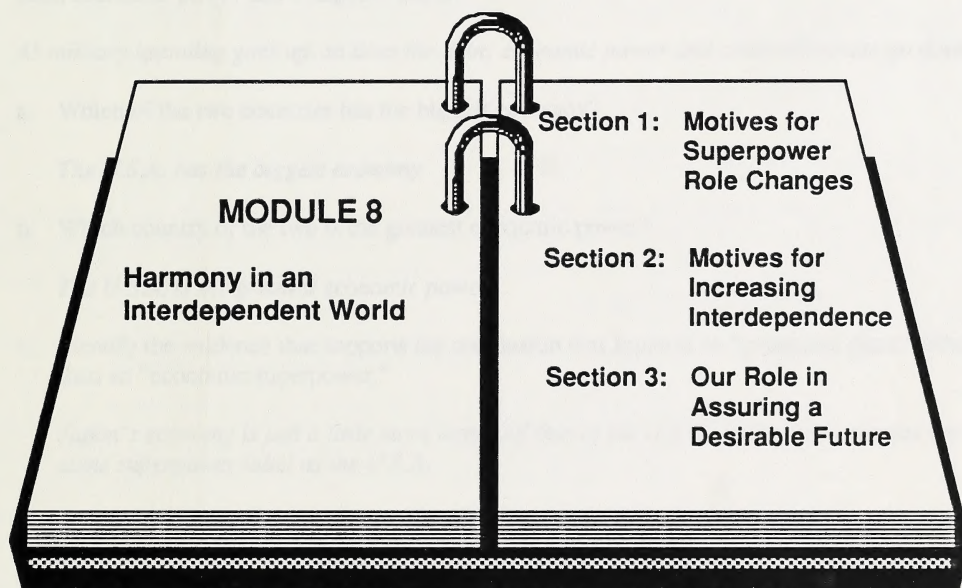
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Module 8 - Harmony in an Interdependent World: Overview

Module 8 focuses on complex, long-term, and potentially very dangerous international problems. Background information, and descriptions of motives are investigated, as well as methods and consequences of individual organizations and government action on symptoms and root causes of the problems studied.



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	20%
Section 2 Assignment	20%
Final Module Assignment	60%
TOTAL	100%

Section 1: Motives for Superpower Role Changes

Key Concepts:

- conflict management
- peaceful coexistence
- détente
- disarmament

This section deals with how the role of the superpowers is changing. It also develops the idea that interdependence among nations is increasing.

Section 1: Activity 1

1. According to the preceding information, what is the relationship between military spending and debt, economic power and competitiveness?

As military spending goes up, so does the debt; economic power and competitiveness go down.

2. a. Which of the two countries has the biggest economy?

The U.S.A. has the biggest economy

- b. Which country of the two is the greatest economic power?

The U.S.A. is the greatest economic power

- c. Identify the evidence that supports the conclusion that Japan is an “economic giant” rather than an “economic superpower.”

Japan's economy is just a little more than half that of the U.S.A., so it cannot receive the same superpower label as the U.S.A.

3. If the Japanese economy grew at an average of 6 percent, how long will it take Japan's economy to double its size? ($75 \div 6 = \underline{\hspace{1cm}}$)

$75 \div 6 = 12.5$ years

4. Explain how the Japanese economy could be as big as the American economy in the future and under what conditions.

The difference in time it takes for Japan's economy to double is shorter than that of the U.S. economy. This means that Japan could catch up with the U.S. economic production if the growth trends continue.

5. How could the differences in number of robots and hours worked per week explain the difference in growth rates of an economy?
- Robots:** *Robots work nonstop twenty-four hours a day, seven days a week, so there is more efficiency and more production.*
 - Hours per week:** *If workers are working more hours, then more is produced per worker.*
6. a. What happened to the U.S. trade deficit between 1983 and 1987?

It was increasing.

- b. What happened to the Japanese trade surplus between 1983 and 1987?

It was increasing.

- c. Which nation's economy is benefitting most from the economic interdependence of the two countries?

Japan's economy is benefitting most.

7. a. Which country is gaining power? Explain your answer.

Japan is gaining power. When money is owed, the lender usually has power, in that it can decide to lend and has the money to lend. The lender has influence in setting conditions at the time of the loan, and in the future. The lender becomes richer on the interest, and more money means more power.

- b. What is the U.S. losing by this interdependence? Explain your answer.

The U.S. is losing some of the independence that it had before it relied on foreigners for money. Now the U.S. must please the Japanese and others so that the bonds and bills are not cashed in, which would mean that the U.S. must repay money that it needs for economic stability. The U.S. must make decisions that will encourage future buyers of bills and bonds.

8. Circle the letter representing the best answer.

- a. In this conflict over interdependence, the Japanese would likely see their actions as being examples of
- toleration
 - appeasement
 - ☒ *compromise – each side agreeing to give up something in order to end the conflict*
 - arbitration

- b. In this conflict over interdependence, the Americans would likely see Japanese actions as being examples of

A. toleration

B. arbitration

C. compromise

☒ D. coercion – cooperation brought about by force

9. Why would this example likely cause tension between Japan and the U.S.A.?

There could be tension if American spending and image are negatively affected and if Japan will not share costs or commit to buying more treasury bills.

10. a. What do you notice about the trend for Japan's share of output over twenty years?

It has increased (from 4.5 percent in 1960, to 7.7 percent in 1970, to 9.0 percent in 1980).

- b. Would the 1990 percent figure for Japan's share of world product in the table likely be higher or lower than the 1980 figure?

It would likely be more than the 9.0 percent of the world share in 1980.

- c. What do you notice about the trend for the U.S.A.'s share of output for twenty years?

It had decreased (from 25.9 percent in 1960, to 23.0 percent in 1970, to 21.5 percent in 1980).

- d. Would the percentage figure for the U.S.A.'s share of world product in the table for 1990 likely be higher or lower than the 1980 figure?

It would likely be lower than the 21.5 percent of the world share in 1980.

11. Is Japan influencing the world to an increasingly greater extent?

Yes, Japan is influencing the world to an increasingly greater extent.

12. Is Japan challenging U.S. economic power and its image as an economic superpower?

Yes, Japan is increasingly challenging U.S. economic power and image.

13. Which of the following interactions characterize Japan's challenge?

A. cooperation

☒ B. competition

C. conflict

14. How should the U.S. accommodate the challenge when the costs become too high?

A. force

B. appeasement

☒ C. compromise – *If the U.S.A. used force, Japan could do a great deal to hurt the U.S. economically; appeasement is not likely because the U.S. economy is still huge and not in a weak position compared to Japan.*

15. a. Would it help ease the Japanese economic challenge if the U.S. reduced its military spending? Explain.

Yes. Government spending would be reduced and so would the increase in debt. Less foreign money would be owed because less money would be required from foreign nations. Producers would be encouraged to produce what consumers want, because the profits in military production would not be there.

b. If military spending is linked to national security, how do you think Americans would feel about U.S. national security if military spending was cut and the USSR did not cut its military spending? Explain.

They would likely feel that national security and its power was threatened – especially if the Soviets continued to spend more and expand their military power.

c. Would economic problems and national security be protected if, before U.S. military cuts and spending take place to ease economic problems, negotiated cuts with the Soviet Union are made? Explain.

Yes. This would help achieve economic goals and national security goals for both countries without causing fear of the enemy's military getting stronger.

16. How is the role of the U.S. changing in the world?

The U.S.A. is no longer the only rule-maker and the rule-enforcer. It is not the only economic leader and is being forced to consider other countries' interest, which means it has to consider others more as equals.

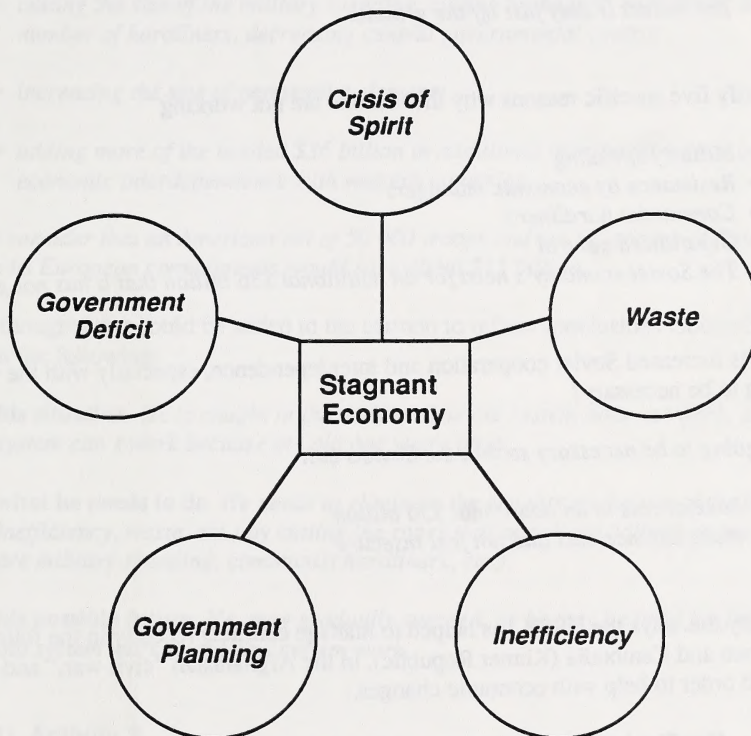
Section 1: Activity 2

1. What is the relationship between increasing military spending and a stagnant economy in the USSR?

As military spending goes up, so does the debt increase; and the economy does not allow for more consumption of goods to expand the economy.

2. Create a concept map to illustrate the major causes of a stagnant economy.

What follows are possible ideas:



3. Identify at least two, and as many as four, different attempts to help change the economy that are shown by symbols in the cartoon.

- *New Soviet Man*
- *four fuel bottles*
- *the flame*
- *the scissors*

4. Identify five important specific indicators that *perestroika* is not succeeding.

- *There is a short supply of 90 percent of products in two hundred product areas.*
- *There is a \$160 billion deficit.*
- *There is a crisis of spirit. People are "pretending" to work.*
- *There is still waste. There are unwanted and spoiled goods.*
- *The GNP shows a decline in growth*

5. Look for three aspects of the balloon itself that symbolize the ineffectiveness of the present attempts to create change.

- *The flame is very small.*
- *The balloon is deflated.*
- *The basket is only just off the ground.*

6. Identify five specific reasons why the reforms are not working

- *Military spending*
- *Resistance by economic managers*
- *Communist hardliners*
- *Centralized control*
- *The Soviet economy's need for an additional \$36 billion that it has not got*

7. Why is increased Soviet cooperation and interdependence, especially with the western countries, going to be necessary?

It is going to be necessary so that the Soviets can

- *have access to an additional \$36 billion*
- *make defence cuts and not feel insecure*

8. Identify the ways the USSR has helped to manage conflicts recently in the following situations: Vietnam and Cambodia (Khmer Republic), in the Afghanistan "civil war," and between Iran and Iraq in order to help with economic changes.

- a. **Conflict between Vietnam and Cambodia:** *It encouraged Vietnam to withdraw from Cambodia.*
- b. **Afghanistan's "civil war":** *It has pulled its troops from Afghanistan*
- c. **Conflict between Iran and Iraq:** *It supported a role by the United Nations in ending the Iran-Iraq war.*

9. Explain why the disarmament cuts are important for getting *perestroika* and the economy "off the ground" (to be successful)?

The Soviet economy needs to cut spending in the military in order to help build up consumption production and make the Soviet economy grow.

10. What do you think should happen? Note your ideas on the basket ribbons A, B, C, and D in the cartoon.

Answers will vary. Here are some examples:

- *cutting the size of the military spending, cutting managers' resistance, decreasing the number of hardliners, decreasing central governmental control*
- *increasing the size of perestroika elements*
- *adding more of the needed \$36 billion in additional investment money by increasing economic interdependence with western countries*

Also consider that an American cut of 50 000 troops and ten squadrons of fighter aircraft from its European commitments would save about \$15 billion.

11. List thoughts that could be added to the cartoon to reflect conclusions Gorbachev might have about the following:
- a. **his situation** *He is caught in the middle. The old system does not work, and the new system can't work because the old one won't let it.*
 - b. **what he needs to do** *He needs to eliminate the weights on the top of the balloon (that is, inefficiency, waste, etc.) by cutting the ropes that attach the balloon to the stakes (which are military spending, communist hardliners, etc.).*
 - c. **his possible future** *He may gradually succeed, or he may be fired for failure to make the old system work or the new system work.*

Section 1: Activity 3

1. Symbols are important for interpreting the meaning of cartoon and illustrations. Two important symbols are the eagle and the bear.
 - a. What does the eagle represent?
The eagle symbolizes the U.S.A.
 - b. What does the bear represent?
The bear symbolizes the USSR.
2. Based on the illustration on the previous page, what is the relationship between Europe and the Doomsday Clock?

Europe is a hot spot in the world that could cause the U.S.A. and the USSR to use all their nuclear weapons if war broke out, and that would bring the Doomsday Clock to midnight.

3. Based on the preceding cartoon, explain whether there is a danger of competition between the superpowers in one area of the world causing direct nuclear war between the superpowers?

Competition in parts of the world could bring the U.S. and USSR into direct conflict and this could threaten nuclear war, as the Berlin Blockade and the Cuban Missile Crisis did.

4. a. Circle the word representing the type of interaction demonstrated by the superpower arms race and explain your choice.

*Your answer could be **competition** or **conflict**, depending on how you interpret the interaction. If the focus is on achievement of a goal, and definite rules of the behaviour have been followed, you would judge it **competition**. If you see the interaction focusing on harming or destroying the opponent through deliberate use of force or resisting, breaking, harming or opposing the will of the other, then you judge the interactions as **conflict**.*

- b. Are you in favour of nuclear deterrence to ensure peace and security or not? Identify your position, and support it with an argument and evidence (facts).

***In favour:** Consider that being weak and unprepared in the face of an aggressive nation has resulted in war. Think of World War II, and also consider that the wars fought since 1945 have not been between the superpowers in Europe and elsewhere.*

***Not in favour:** On the other hand, consider how prepared for war the European powers were prior to World War I. Hitler was prepared for war before World War II. Consider also, how the U.S.A. used nuclear weapons to achieve its national interests when it dropped two nuclear bombs on Japan.*

5. Given the trend indicated by the line in the preceding graph, explain whether we are likely to experience relaxed relationships between the superpowers today.

The line is moving toward détente, and this means relaxation of tensions.

6. Based on the tension/détente illustration, explain whether or not these negotiations took place during a time of relaxed relations between the superpowers.

The line of tension and détente was on the détente side of the diagram in 1969.

7. Did the SALT agreements reduce the danger of nuclear war, or was it a step toward attempting to reduce the danger? Explain.

The danger of destroying the world was still great because the number of nuclear weapons was not reduced. It was movement to reduce the danger in that it stopped the increase in destructive power. Disarmament was not achieved, but an important first step toward starting to disarm was taken.

8. What impact would Regan's attitude, and the actions related to it, have on the line representing levels of tension or détente on the earlier illustration?

It would continue the buildup of tension.

9. What do you think the U.S. response was to this action? Explain.

You would be right if you said the Americans would demand their removal and propose to reestablish the balance which existed before the SS-20s were deployed, by deploying more NATO weapons in Europe.

10. a. What is the evidence of a new stage of escalation (or buildup) in the arms race in Europe during the early 1980s?

Evidence includes the development of the neutron bomb, and the proposal for Pershing and cruise deployment by the U.S., and deployment of the SS-20s by the Soviets.

- b. Why were the Soviet very concerned about the U.S. proposal for Pershing and cruise deployments in Europe?

These weapons could be used in a first-strike or surprise attack on the USSR by the U.S.A., which gave the U.S.A. a new advantage.

11. Identify evidence that would cause the U.S.A. to be concerned with the interests of other countries when negotiating with the USSR.

- *Peace groups' demonstrations against U.S. actions tarnished the American image.*
- *Peace groups pressured western European governments to reject U.S. nuclear arms to the point that full cooperation for the U.S. proposals and deployment was impossible.*

12. Identify two problems that the SDI has caused the Soviets.

- *The strategic nuclear weapons it could use to deter U.S. nuclear attacks would not be able to destroy the U.S. and would not be an effective deterrent if SDI were developed.*
- *The Soviets could not both solve economic problems at home and invest in their own SDI project.*

13. What do you think the Soviets will attempt to do from this point on?

Your prediction of what the Soviets would do would be correct if it included eliminating the increased cost of creating their own SDI, and generally focusing on reducing military costs by disarming and encouraging the U.S. to do the same through negotiations and treaties.

14. The Soviet Union may have given up more weapons, but what did it achieve in this compromise?

- *They got rid of the U.S. first-strike capability in Europe*
- *They got better public relations and image than the U.S.A. currently had*
- *They were able to stop some of the arms-spending race in Europe.*

Did you think of other responses?

15. Circle the letter of the correct choice. The type of accommodation used to achieve the agreement was

- A. truce
- B. toleration
- C. arbitration

☒ D. *compromise – conflicting parties gave up something to solve the problem*

16. Identify six pieces of evidence to the effect that the USSR compromised the most.

- *Soviets gave up demands for limits on SDI.*
- *They allowed the U.S. to inspect sites for the first time.*
- *They are destroying more existing weapons.*
- *They are destroying more shorter-range intermediate weapons.*
- *They are destroying more launchers than the U.S.*
- *The British and French keep their existing weapons and the Soviets destroy all of theirs.*

17. The Soviet appear to have an “advantage” in weapons according to the preceding information. Before a conclusion can be made as to who has the “advantage,” and therefore what cuts must be made, what other information is needed?

The other information needed would be the size of the nuclear changes. Having an advantage in numbers can be balanced off by the size of the warhead, as was given as the reason for the Soviets having fewer warheads in the SALT agreements.

18. What arguments can be made by the U.S. for not eliminating short-range nuclear weapons before conventional (nonnuclear) disarmament?

The nuclear deterrent is what western Europe has relied on to balance the overwhelming conventional forces of eastern Europe. If Europe were to become nuclear free, in order to balance the non-nuclear forces, and deter attack, western Europe and the U.S. would have a very costly upgrading to do and would not feel secure until they did. Fifty thousand men and ten squadrons of fighters cost \$15 billion.

19. If journalists leaned toward increasing U.S. nuclear strength in Europe, why would they place an emphasis on the difference in the number of launchers for the short-range missiles?

There is a huge difference in the ability of the Soviets to launch more short-range nuclear missiles than the U.S. This would make it logical and easiest to try and balance this against an American buildup rather than a Soviet cut back.

20. What do you think the next step in disarmament agreements will be? Circle the letter representing the best answer.

- ☒ A. short-range disarmament (the prediction is the most feasible)
- B. strategic (long-range missiles) disarmament
- C. conventional forces disarmament in Europe

Section 1: Follow-up Activities

Extra Help

- How has the role of the parent changed?
 - from one who helps, to one who is helped*
 - from one of having a powerful influence, to one of having equal, or perhaps less, power*
 - from one of talking to a child, to one of talking to an equal*
- Has the role of the U.S. changed in a similar way?

Yes
- Would this allow the child to be able to compete better than the parent and earn more money?

Yes
- Could this money be lent to the parent if the parent's earnings fall or if the parent has to pay expensive medical bills for a long sickness?

Yes
- Is this the same situation the U.S. is faced with in competing with an efficient, hard-working Japan that is producing the goods the Americans and others want?

Yes

6. Do you think that the U.S. has to consider the interest of other countries in its negotiations with the Soviet Union? Explain.

It should in all fairness. Is your explanation clear?

Enrichment

1. Consider the positive and negative consequences of the American and the Japanese together developing and producing the new FSX fighter. You should list positive and negative consequences of the following:

- costs
- secrets
- ownership of new technology
- loss of American sales of jet fighters to Japan

In your writing, did you examine the positives and negatives of the costs, especially for Japanese and Americans, and perhaps for the arms race with the USSR?

By learning U.S. defence secrets, the Japanese could

- *leap ahead of the U.S. because they don't have to spend the money on initial research*
- *create new applications from the secrets and perhaps keep secrets from the U.S. or sell the new technology at a profit*

Right now the Japanese buy fighter aircraft from the U.S.A., which helps even out the trade imbalance the U.S. has with Japan. The Japanese would be able to produce their own aircraft if they work together with FSX.

2. Think about the future and whether Japan will ever replace the U.S.A. as the top military and economic superpower. Consider the following when writing a **news report** from the future telling how Japan made it, or how the U.S. kept its position. You could comment on Japan's

- geographical location (ease of defending, blockading)
- natural resource base
- the reaction of its neighbours considering its role in World War II as a major power

OR

Consider and comment on the U.S.A.'s

- current military strength and power (especially nuclear)
- current economic strength
- ability and efforts to keep up current levels of strength and power

Answers will vary. Ensure that you have commented on the elements suggested for Japan or the U.S.A. in a future report.

3. Should Japan spend the same percentage of GNP as the U.S. does on the military, and at the same time increase its responsibilities for security of the Pacific, beyond its own self-defense? You should discuss

- effects on the U.S.
- reaction by Japan's neighbours
- reaction by Japanese people

Positions will vary. High marks should be given for complete coverage of the three elements of the activity.

Section 1 Assignment

You have been hired to write a news article that summarizes the changing role of superpowers in the world today. This summary is based on your work on all three activities in Section 1.

The article is to summarize the causes of superpower cooperation and the major effects of nuclear arms reduction negotiations.

Your first paragraph should discuss the following:

- U.S. economic problems, such as trade imbalances and the increasing debt
- causes such as tax cuts and military spending increases
- indications of American economic power decline when compared to Japan
- ways in which the role of the U.S.A. has changed

Your second paragraph should discuss the following:

- indications of Soviet economic problems
- reasons for slowness of change
- reform attempts
- changes that this has meant for the USSR's role in the world

Your third paragraph should discuss the following:

- the causes of cooperation between superpowers
- the effect of cooperation on the nuclear threat and the global economy

The article should be two to three pages long.

In the first paragraph, five marks would be earned for commenting on the following:

- economic problems of poor competitiveness
- trade imbalances
- the rising debt due to lowering taxes and increasing military spending

Indications should be present as to American economic decline compared to Japan, and ways in which the role of the U.S. has changed in relation to other countries.

In the second paragraph, five marks would be earned for commenting on the following:

- *Soviet economic problems, such as slow growth, waste, inefficiency*
- *causes of ineffective reforms, such as central planning and control, and bureaucracy that resists change*
- *reform attempts, such as increased economic interdependence with the West and more individual initiative for managers*
- *the USSR's role in reducing confrontation in the world and leading in military cut proposals*

In the third paragraph, five marks would be earned for commenting on the following:

- *causes of negotiations*
- *spending race, economic problems for both countries*
- *the effect of cooperation, such as SALT, INF, and economic debt reduction and economic growth in consumption production*

Five marks should be given for quality of language and expression.

Section 2: Motives for Increasing Interdependence

Key Concepts:

- **interdependence**
- **internationalism**
- **humanitarianism**

In this section the student is introduced to the concept that interdependence is increasing among nations. The related topics of international debt, economic relations, and development of new technology, new weapons, chemical weapons, international terrorism, and international conferences and organizations are also dealt with.

Section 2: Activity 1

1. Based on the preceding illustration and caption, who has a problem when international debt dominos start to fall over?

Both rich countries and Third World countries have a problem.

2. Based on the illustration above which problem has the greatest immediate impact on the rich world?
 - A. Third World hunger
 - B. Third World poverty
 - C. Third World economic underdevelopment
 - ☒ D. Third World debt

3. Think about the list two ways the First World could be affected by not reducing such Third World problems as those mentioned in the text.
 - *If First World countries do not help, frustration with the effects of these problems and lack of concern by those who can help might mean that terrorism against the First World would increase.*
 - *Economic collapse in countries owing money would affect the economic stability of rich countries due to huge bank losses.*

Did you think of other possibilities?

4. Which approach – that of the U.S. or the Group of 77 – reflects the Brandt report recommendation for all nations to act out a full part on the interdependent world stage? Explain.

The Group of 77 wanted more nations playing a full part.

5. Explain how the actions of the oil-rich nations, the Soviets, the EEC, and the U.S., along with the outcomes of the North/South Summit in 1981, were inconsistent with the Brandt recommendation for all nations to act out a full part on the interdependent world stage.

Minimal effort on the part of oil-rich countries, predominantly military aid from the Soviets, the private investment suggestion by the U.S. and the transfer of resources agency, the “flying farmers,” and handing the North/South problem to the UN, did not achieve the goal of having all nations play a full role in an interdependent world.

6. If you were a banker who was owed money by Mexico, would you help out by delaying debt payments and putting a limit on interest payments and rates, as Mexico’s president requested? Explain your reasons.

Probably you would. Otherwise, \$100 billion would be lost when Mexico defaulted.

7. What would happen if, in the future, you made these demands of a bank for a loan you had?

- *If you had more property to secure the increase in the loan and could promise to start payments, you might get a break.*
- *If you had no more property to secure more money with, you might get a break on payments for a while.*
- *The bank could call in the loan and take the property you put up to get the loan.*

8. For the following proposed solutions, judge whether it is an example of

A. **International interdependence** – increased reliance among nations

B. **Internationalism** – concern for the interests of other countries

C. **Humanitarianism** – concern for human interests

Write the appropriate letter(s) in the space provided at the end of each solution.

- Have the banks cooperate to provide fresh funds to poor countries. (A,B,C)
- Grant easier terms, such as delaying payments and limiting interest rates and payments. (A,B,C)
- Have rich countries allow more imports into their countries, which would make poor countries' economies grow. (A,B,C)
- Have governments of rich countries forgive debts poor countries owe them. (A,B,C)
- Have governments of rich countries take over debts and forgive some debt to banks. (A,B,C)
- Have poor countries cut back spending, which may reduce the standard of living for the people. (none).

9. Do these proposals reflect more internationalism, humanitarianism, and interdependence than the action from the Ottawa and North/South summits of 1981?

Yes

10. Hypothesize as to which proposal these poor African countries would resist?

They resisted the recommendation to have poor countries tighten belts or cut back government spending.

11. a. Which of the two views that follow best states the position taken on the debt problem by these seven big economic powers? Circle the best answer.

A. The Third World debt problem is having a crisis effect on the rich nations.

☒ B. Only individual countries are creating major concerns for rich countries.

- b. Are the results of the Toronto Summit a move toward the 1980 Brandt report recommendation for all nations to act a full part on the interdependent world stage? Explain.

No. Not all nations were involved nor were the seven countries fully involved because 95 percent of the debt was not dealt with.

12. Circle the number representing the best answer

- a. Which of the following do you think Mr. Lewis would agree with?

A. the rich nations' approach to Third World debt

☒ B. the Brandt report along with the proposals of the Group of 77 and the Organization of African Unity

- b. Which interdependent proposals appear to be more international and humanitarian?

☒ A. the proposals of Mr. Lewis, the Brandt Report, the Group of 77, and the Organization of African Unity

B. the proposals of the 1989 Paris Summit participants

Section 2: Activity 2

1. How has the conference demonstrated the following?

- a. Increasing interdependence – reliance on each other.

Many countries are coming together at the conference to try to solve a problem that affects them all.

- b. Internationalism – concern for interests of other countries.

• *Some of the countries which are not threatened are concerned about other countries which are.*

• *Individual countries are concerned about how chemical weapons are a problem for the world.*

2. Do you think that the difficulty of enforcing a ban on chemical weapons was the reason for not banning them altogether in 1925?

Your answer should be yes. It would be very difficult to check to see if countries had the chemical weapons or not.

3. List up to seven reasons why chemical weapons are a concern.

- *When used in World War I, there were 100 000 dead and 1 000 000 wounded.*
- *Six countries have ignored the 1925 ban on use of poison gas in war.*
- *Ten countries have manufactured and stockpiled chemical weapons.*
- *They can be launched from as far away as the next continent*
- *Chemical weapons stockpiling is spreading.*
- *Chemical weapons are easy to buy.*
- *Chemical weapons are easy to manufacture.*
- *When used, they have caused instant death or long term torture.*

Did you think of other reasons?

4. Identify two basic reasons that make eliminating chemical weapons very difficult, and make increased international interdependence necessary.

- *The U.S. wants a treaty that can be verified before it eliminates its chemical weapons. (The Soviets claimed to have no chemical weapons, then indicated they have 50 000 tonnes of obsolete stocks. The U.S.A. and USSR have started to modernize their chemical weapons.)*
- *Poor Arab states want chemical weapons disarmament linked to general and nuclear disarmament. (Israel is estimated to have between fifty and two hundred nuclear bombs.)*

Section 2: Activity 3

1. Why do you suppose terrorists carry on this type of confrontation?

Short-term goals of attracting attention are achieved.

2. Identify whether the following terrorist acts are examples of

- A – Indiscriminate terrorism
- OR
- B – High profile targets

- a. In 1972 Black September Palestinians killed eleven Israeli athletes at the Olympics. (B)
- b. In 1976 Palestinians seized an Air France jetliner. (A)

- c. In 1977 South Moluccan separatists seized a school in Holland with 106 children and five teachers. (A)
 - d. In 1977 a Lufthansa passenger plane was hijacked. Demands were made for the release of convicted Baader-Mainhof terrorists. (A)
 - e. In 1979 Lord Louis Mountbatten was blown up in his yacht. The Irish Republican Army (IRA) was suspected. (B)
 - f. In 1981 U.S. General Dozier was kidnapped by the Red Brigade in Rome. (B)
 - g. In 1983 a suicide truck bomb killed 241 U.S. Marines in their barracks in Beirut. (B)
 - h. In 1986 a West Berlin discotheque was bombed. A U.S. serviceman and a woman were killed, and 230 others were injured. (A)
 - i. In 1989 pro-Iranian fundamentalist extremist Guardians of the Islamic Revolution claimed responsibility for the sabotage of Pan Am Flight 103. (A)
 - j. In 1989 Hezbollah, the fundamentalist umbrella organization which Iran hoped would turn Lebanon into an Islamic state like Iran, was responsible for kidnapping an Anglican church official, a U.S. Marine officer, and an American University of Lebanon official. (B)
3. Is the failure of poor nations to get global action for their debt and development problems a possible source of terrorist acts? Explain.

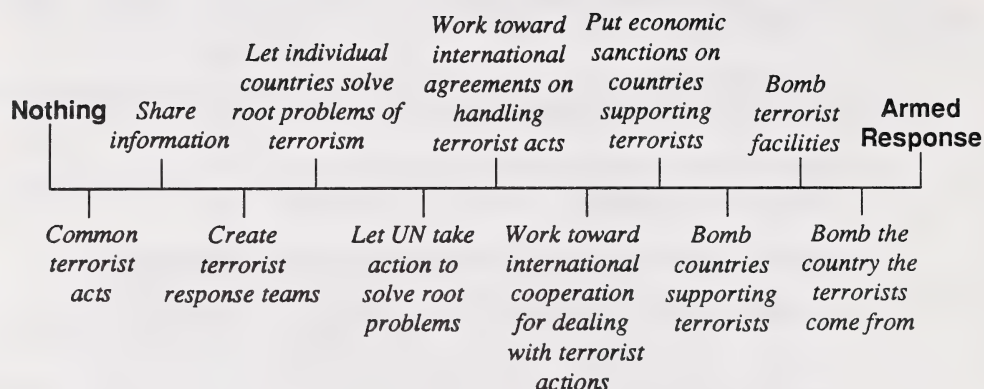
Yes. People who are suffering from inaction may feel that the only way to get action is to terrorize their government or the First World.

4. Can we assume that if governments such as Cuba and Syria stopped their aid, terrorist groups would not exist? Explain.

No. Fanatical people can develop their own ways of obtaining finances, shelter, arms, and training.

5. Identify alternative positions to resolving the issue of international terrorism.

Here are some possible responses, set up on a scale from doing nothing to engaging in an armed response



6. Consider the important elements that make terrorism different than other forms of violence. Create a definition of the term “terrorism” based on several characteristics.

Here is a possible definition: Terrorism involves the threat or use of violence against noncombatants (uninvolved/innocent people) for political reasons.

No doubt your definition is different, but it should contain the same fundamental elements

7. Do you reject any of the responses to terrorism that have been identified so far? State your position and defend it with an argument and evidence (facts). Consider morality, legality, effectiveness, and judgement.

Consider morality, legality, effectiveness, and wise judgement in your answer.

Section 2: Follow-up Activities

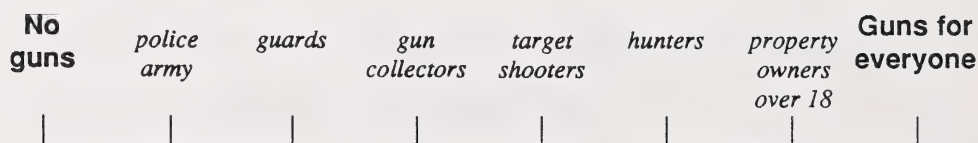
Extra Help

1. What was one major thing these poor countries were left with that did grow?

Poor countries were left with their debts.

2. Can you identify alternative positions that fall in between the two extreme positions of abolishing guns and permitting everyone to have guns? Identify as many positions as you can on the continuum below.

Here are some possible answers. Did you think of others?



Enrichment

1. Do you think this is right? Explain.

When your answer evaluates something as right or wrong, think about the following:

- *the range of conditions that make the action more or less acceptable*
- *parallel examples where human volunteers are used to test new drugs*
- *situations where animals are used in place of humans or when animals are killed for food for humans or for health reasons*

2. Do you think your government would be consistent if it stated that it supports the ban on chemical weapons, yet continued to research, develop, and test chemical weapons for defensive purposes until the ban can be ensured? Explain.

Answers will vary. Here is a possible response:

Yes, our government would be consistent. Our country has learned the hard way through the examples of World Wars I and II, that we must not be too idealistic or unprepared for nationalistic aggression by other countries in the world. Consider that defensive measures are quite different than having offensive capabilities.

3. Do you think that Canada was part of the solution to the chemical weapons problem when it invited Soviet experts to tour our facilities at Suffield on January 25, 1989 to prove our base is involved in defensive research only? Explain.

Yes. It shows that we have nothing to hide and encourages cooperation to solve the problem.

4. Do you think that the agreement to ban chemical weapons should allow for nations to keep 1000 kg of chemical for defensive use in case the agreement is broken or in case another country that has not signed the agreement decides to use them? Explain.

The response will be your opinion, but should be backed up by logical reasons.

Section 2 Assignment

As an activist, and using your knowledge of the three world problems of international debt, chemical weapons, and international terrorism, propose a plan of action for Canada to take, **either** for one problem **or** for all three problems.

Identify why there is a concern with the problem(s) (immediate and long term)

Identify Canada's role in solving these problem(s).

- How should we participate?
- Should we solve what we can on our own?
- Should we encourage global conferences?
- Should we encourage rich and powerful countries to meet and take action?
- Should we encourage each country to play a role in its own way?
- Should the United Nations have the only role to play?

Explain what the expected results of your proposals would be.

- Identify the effects on the problem(s).
- Identify the benefits to Canada.
- Identify the benefits for the world.

Give four marks for identifying concerns in the short term and long term:

- **International debt** – poor trade; financial/banking security; political instability; terrorism; war
- **Chemical weapons** – arms race; potential for terrorism; international political instability
- **Terrorism** – fear around the world inside and outside national borders; increased sophistication in methods of causing death

Give ten marks for two of the following:

- identifying actions taken by Canada directly
- identifying a leadership role
- identifying the approach emphasized in solving the problem(s)
 - collective
 - individual (case by case)
- discussing how much of a role the UN plays

Give six marks for identifying an effect in all of these three areas:

- effects on the problem
- benefits for Canada
- benefits for the world

Section 3: Our Role in Assuring a Desirable Future

Key Concepts:

- disarmament
- human rights
- environmentalism
- interdependence
- internationalism
- humanitarianism

This section is, in a sense, a summation of the whole module. The student is shown ways in which the individual can play a role in solving problems that threaten our future.

Section 3: Activity 1

1. How can it be dangerous to believe that life is a winner-take-all game and that only the aggressive win?

If success in life meant taking it all by being aggressive, then our leaders would support aggression and be supported if they continued aggression to nuclear confrontation.

2. Explain how the following differ:

- actions outlined in the chart

The examples on the chart emphasize the immediate goal of creating awareness of the problem of war and/or working on the long-term goal of promoting peace through disarmament. Positive actions to reduce the problem may result in decreasing fear.

- building bomb shelters

Building bomb shelters is an acceptance to the likelihood of nuclear war. The objective is to avoid its effects and not to eliminate the potential of nuclear war. The focus is on "gloom and doom."

- promoting military strength to deter an enemy attack

Promoting peace through strength achieves some security but doesn't eliminate the threat of catastrophe due to accidents or mistakes. Military buildups may raise the tension rather than relieve it.

3. Which groups had a more difficult time creating greater awareness than the other ones did?

The USSR Trust Group and the East German Peace Movement experienced the most difficulty.

4. Can individuals and the organizations they form play a part in causing change? Explain.

The choice is yours but should be backed up by logical reasons. Because of decisions the authorities make for us, we are the ones who can determine the success of the decisions by how we act. Individuals and organizations have played a part in fundamental, as well as immediate, causes of major change

Section 3: Activity 2

1. Based on the article, “The League Table,” explain the main difference between the countries with good and bad human rights records.

The main difference is how deep the respect for human rights is.

2. a. Identify an example of fundamental rights abuse and the country associated with the violation.

There are many examples on the list. Here are several listed for each section.

East Timor: There have been mass executions of citizens and torturing of opponents.

U.S.: There have been executions of murderers in the U.S.

Jamaica: Criminal suspects have been shot to death.

- b. Identify an example of political rights abuse.

Poland: Political activists have been killed.

South Korea: People who have criticized the government have been tortured.

Syria: People who used to be in power are in jail without charge.

- c. Identify an example of legal rights abuse.

India: Suspects have been jailed, refused a trial, or killed.

South Africa: Black children are in jail without charge or trial.

3. Identify examples of rights violations that support the placement of countries at the bottom of the list.

Answers will vary. Here are some possibilities:

Ethiopia: There has been a forced resettlement away from famine area and imprisonment or execution for resisting.

Rumania: Jail terms have been handed out for practising religion.

China: Religious freedom has been denied and prison terms handed out.

4. Identify the worst human rights abuses.

Consider abuse cases where death was a result.

5. Summarize the four political, ideological, and economic reasons why governments fail to support human rights.

- *There is disagreement as to which human rights issues are important and as to who should be able to voice concerns.*
- *If a country is benefitting from trade with another country, it is unlikely to act if benefits would be threatened.*
- *Because most countries are guilty of rights abuses, pointing a finger at someone else's rights abuse doesn't carry much weight.*
- *Carrying on activities with a country that violates rights is done because most countries are guilty of rights abuses.*

6. a. What is the main purpose of AI?

Amnesty International seeks the release of prisoners of conscience who have neither used nor supported the use of violence.

b. What are prisoners of conscience?

They are people who have been jailed because of their beliefs, colour, sex, religion, race, or language.

c. Name four countries from the “Roll of Dishonour” that would be the focus of Amnesty International because there are in it prisoners of conscience.

Your answer should include any four of the following:

<i>Britain</i>	<i>Poland</i>	<i>India</i>
<i>Bulgaria</i>	<i>Rumania</i>	<i>Sudan</i>
<i>China</i>	<i>South Korea</i>	<i>Syria</i>
<i>East Germany</i>	<i>Sri Lanka</i>	
<i>Israel</i>	<i>Zimbabwe</i>	

7. a. Identify four countries listed in the article “Roll of Dishonour” that AI would focus on for delaying trials.

The four are:

- | | |
|------------------------|---------------------|
| (1) <i>India</i> | (3) <i>Syria</i> |
| (2) <i>South Korea</i> | (4) <i>Zimbabwe</i> |

- b. Identify ten countries listed in the article “Roll of Dishonour” that AI would focus on for the death penalty and the cruel, inhumane, or degrading treatment or punishment of prisoners.

Your answer could include any ten of the following:

<i>Britain</i>	<i>Sri Lanka</i>	<i>Jamaica</i>
<i>Bulgaria</i>	<i>Liberia</i>	<i>United States</i>
<i>East Timon</i>	<i>Nigeria</i>	<i>Sudan</i>
<i>Ethiopia</i>	<i>Poland</i>	
<i>Israel</i>	<i>South Korea</i>	

8. Identify the effects – on governments and victims – of receiving letters from foreigners which criticize governments and support victims.

Here are some possible effects:

- *People in government may increase their awareness of the circumstances of prisoners.*
- *If they know what is happening to prisoners, governments may not like the negative image associated with poor treatment.*
- *Conditions for prisoners may improve.*
- *Victims might be released.*

Section 3: Activity 3

1. Summarize six environmental issues that have resulted from our extravagant wastefulness.
- *deforestation*
 - *farmland reduction*
 - *pollution*
 - *desertification*
 - *ozone layer destruction*
 - *extinction of species*

You may have thought of others.

2. Write a concluding statement as to whether there is a global crisis due to growing population and economic growth exceeding the ability of our planet to deal with the strain put on the environment.

There is global crisis because of the inability of our plant to deal with environmental stress by growing population and economic growth.

3. How does being aware of these four laws affect the strain that population and economic growth are causing the environment?

Awareness will begin to change attitudes and many actions that will reduce environmental strain and emphasize environmentalism worldwide.

4. What is the general cause of pushing environmental systems past safe thresholds and causing permanent change and damage today?

Traditionally, nature was thought to be something to be tamed for our profit and pleasure.

5. a. The Ozone Layer:

Causes of Ozone Depletion	How Causes Result in Ozone Depletion	Results of Ozone Depletion	1. Attempts at Reducing Ozone Depletion 2. Results of These Attempts
<ul style="list-style-type: none"> • CFCs used in refrigeration, air conditioners, and spray cans 	<ul style="list-style-type: none"> • CFCs rise into the ozone layer and are broken up by ultraviolet rays. The released chlorine "destroys" ozone. 	<ul style="list-style-type: none"> • Ultraviolet rays are allowed to penetrate the atmosphere. The rays cause skin cancer, eye cataracts, and skin disease. 	<ol style="list-style-type: none"> 1. Due to a warning in 1970, CFCs were banned from aerosol in the U.S. and Canada. 2. World production continued at 760 000 tonnes per year <ol style="list-style-type: none"> 1. UNEP discussions have resulted in agreements. 2. There has been agreement to freeze production and then reduce it by the U.S., EC, and Soviet Union. The threat still remains, due to CFCs in the stratosphere and because CFCs won't be replaced for several years.

b. The Greenhouse Effect:

Causes of Greenhouse Effect	How Causes Result in Greenhouse Effect	Results of Greenhouse Effect	1. Proposals for Ways of Reducing the Greenhouse Effect 2. Effects of These Proposals
<ul style="list-style-type: none"> • CFCs, burning fossil fuels, and destroying forests 	<ul style="list-style-type: none"> • Burning causes a "roof," like a greenhouse which lets light in but doesn't let heat escape 	<ul style="list-style-type: none"> • Generally changes in climate take place, e.g., shifts in, rainfall and winds, and rising temperatures, which produce drought in some places, and floods due to melting icecaps. 	<ol style="list-style-type: none"> 1. Consider eliminating CFC production and reducing fossil fuel and forest burning. 2. The greenhouse roof will not increase and may decrease, which will reduce the heat buildup.

c. Deforestation:

Causes of Deforestation	How Causes Result in Deforestation	Results of Deforestation	1. Proposals for Ways of Reducing Deforestation 2. Effects of These Proposals
<ul style="list-style-type: none"> • <i>Land needed to provide for increased population</i> 	<ul style="list-style-type: none"> • <i>Wood is being cut for fuel. Forests are being burned to create grazing land for animals.</i> 	<ul style="list-style-type: none"> • <i>Thousands of species are being destroyed when forests are cut. Many drugs are based on tropical plants, so the chance of discovering new drugs or food is being lost forever. More carbon is being added to the air because the plants that turn CO₂ (carbon dioxide) into oxygen are being cut down.</i> 	<ol style="list-style-type: none"> 1. <i>Make better use of the land and fuel that's available.</i> 2. <i>Tropical forests will be saved.</i> <ol style="list-style-type: none"> 1. <i>Create parks to protect forests.</i> 2. <i>A certain amount of forest will be left.</i>

6. Can you identify groups of people who would be in favour of proposed actions and the groups who would be opposed to the proposed actions?

In Favour	Opposed
<ul style="list-style-type: none"> • <i>environmentalists</i> • <i>naturalists</i> • <i>those who believe that nature preservation is directly connected to a good quality of life in the future</i> • <i>conservationists</i> 	<ul style="list-style-type: none"> • <i>industry owners</i> • <i>land developers</i> • <i>countries hoping to develop</i> • <i>consumers</i> • <i>countries with heavy debt loads</i> • <i>landless peasants</i> • <i>cattle ranchers</i>

7. Propose three results of forming an organization or joining an organization to help solve problems of the environment.

- *Often, an individual becomes more informed and aware through a group.*
- *Group efforts would have a greater impact on other individuals' actions.*
- *These efforts would have an impact on reducing the causes of the problem.*

8. Write down the issue to be resolved and briefly explain in your own words what the issue means to you.

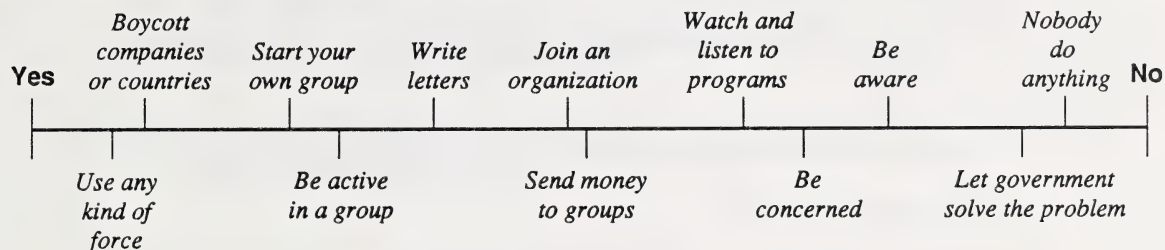
Should individuals and organizations take an active role in resolving international environmental problems?

Your response will be your own opinion, but consider the following questions:

- *Who are the individuals?*
- *What organizations for what purpose?*
- *What are active roles?*
- *What do we mean by resolving (starting, continuing, completing, solving) the problem?*
- *What types of problems?*

9. Identify a number of possible alternative answers to the issue question and write them down. At this point, do not decide which alternative you prefer. Simple write down all possible alternatives. You may wish to use a line that runs between the two extreme or basic alternative positions to help you identify them, or you may wish to list them in the space provided.

Here are some suggestions:



10. Decide on your plan for research and write it down.

Here is an example plan:

- *Consider what you don't know.*
 - *List questions you need answered.*
 - *Ask what topics or subjects you need to find information about.*
 - *Ask what types of sources you need information from.*
 - *Identify where you can go to get source information*
11. Based on this reading, make a chart listing the individuals, organizations, and agencies that have supported conservation of rain forests along with the people and groups that have supported cutting the forests.

Supporters of Conserving Rain Forests	Supporters of Cutting Rain forests
<ul style="list-style-type: none"> • <i>Francisco Mendes</i> • <i>Rural Workers Union</i> • <i>Rubber tappers</i> • <i>Canadian government</i> • <i>Ford Foundation</i> 	<ul style="list-style-type: none"> • <i>Brazilian government</i> • <i>International banks</i> • <i>Cattle ranchers</i> • <i>Landless peasants</i> • <i>Resource companies</i> • <i>North American industries that want beef and other raw resources</i> • <i>Consumers who want low-priced goods</i>

12. How can individuals and groups become part of the solution in reducing deforestation and helping to stop the expanding “greenhouse effect”?

- *Contributing money to, or joining, environmental groups to create more awareness of what, why, and how actions need to be taken, can have an impact through programs such as debt-for-nature swaps.*
- *Choosing personally to buy products that are not causing destruction of rain forests would help.*
- *Identifying which hamburger companies buy beef raised in former rain forest areas and not purchasing these burgers is another way in which individuals can help.*

Can you think of other ideas?

13. Are there enough people who can effectively pressure governments to do what the environmental groups are unable to do? If not, what’s needed?

No. More people need to become aware and become active in pressuring governments to play a greater role in bringing about indirect solutions to deforestation through debt relief by the banks. Letter-writing campaigns like those of Amnesty International may cause governments to pursue a better image by taking more action.

Can you think of other ideas?

14. List the alternative positions available that could be used to answer the issue question: **“Should individuals and organizations have a more active role in resolving international environmental problems?”** Also write a short evaluation of each one that includes your judgement of positive and negative consequences. (You can refer to Exercise 9 of this activity to create your list of alternative positions on the issue.)

The three alternatives are “yes,” “no,” and a position somewhere between the two extremes. Are your evaluations fair and honest?

15. Arguments and evidence to support my position on the issue:

Are your arguments defensible and clearly presented? Is your evidence accurate and to the point?

16. Do you plan to take any action? If the answer is yes, describe your plan.

The choice is yours. If your answer is yes, a description of your plans should follow.

17. If you did take action, write down an evaluation of how well you thought it went. Did you get results? If you were to do this again, what would you do differently? (If you did not take any action, go on to Question 18.)

If you answered “yes” to Question 16, you should provide a fair, honest evaluation here.

18. After thinking about how you went through all seven steps of this decision-making model, write down your comments about any or all steps. For example, were there additional alternatives that you should have explored?

Did you gather enough information?

Did you get any interviews or personal comments from officials?

Was your research plan adequate?

Section 3: Follow-up Activities

Extra Help

1. What relationship can you see between the peace movement and preparation?

The peace movement was the preparation for disarmament. It created awareness in ordinary people who have a stake in solving the nuclear-arms problem, and it made leaders aware of a need to act to solve the problem.

2. What relationship does the peace movement have with opportunity?

The peace movement put pressure on leaders to act before decisions were made for them. In this way, peace movements were a factor in creating the opportunity that came up when Mr. Reagan and Mr. Gorbachev needed to take action. Taking the disarmament action helped the image of both leaders, helped reduce national economic and political problems of the U.S. and USSR, and ultimately helped to start to reduce the threat of global nuclear war.

The momentum of the peace movements helped get the INF negotiations underway and the agreement signed. People wanted to have peace so much, that governments got out of the way a bit to let them have a glimpse of it. We humans have a great deal to say about our future. “Good Luck” in the form of our survival will be partly a matter of preparing to create and take advantage of the opportunities that lead to a desirable future. Do you wish our world to have all the good luck it deserves?

3. Which two to the five classifications of freedoms and rights are most respected by countries with both good and bad human rights records?

- *Freedom For*
- *Personal Rights*

Enrichment

Hidden within this puzzle are 20 words, listed below, that are related to human rights. They may be spelled forwards, backwards, up, down, or even diagonally. The letters not used give a command. Put these letters in the boxes provided, then give your answer.

N	A	M	E	T	H	E	S	O	V	I	E	T	S	C	I	E	N	T	I	S	T
R	E	C	E	N	T	L	Y	R	E	L	E	A	S	E	D	F	R	O	M	A	N
I	N	T	E	R	N	A	L	E	X	I	L	E	I	N	G	O	R	K	Y	.	

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Arrest | <input checked="" type="checkbox"/> Discrimination | <input checked="" type="checkbox"/> Liberty | <input checked="" type="checkbox"/> Sentence |
| <input checked="" type="checkbox"/> Assembly | <input checked="" type="checkbox"/> Franchise | <input checked="" type="checkbox"/> Prison | <input checked="" type="checkbox"/> Speech |
| <input checked="" type="checkbox"/> Censor | <input checked="" type="checkbox"/> Freedom | <input checked="" type="checkbox"/> Religion | <input checked="" type="checkbox"/> Suffrage |
| <input checked="" type="checkbox"/> Civil | <input checked="" type="checkbox"/> Jail | <input checked="" type="checkbox"/> Rights | <input checked="" type="checkbox"/> Trial |
| <input checked="" type="checkbox"/> Conscience | <input checked="" type="checkbox"/> Justice | <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> Torture |

D N A A S U F F R A G E N M
 E I S T S T H G I R H E O S
 O V S E C U R I T Y I E S T
 S C E C I E N Y T R E B I L
 H E M E R U T R O T T I R S
 C C B J T I R E C S S E P N
 E N L U T T M O D E E R F R
 E E Y S L R Y I N R R E L E
 P I E T A S I T N R J A I L
 S C E I D F E A R A O M A I
 N S I C N N T E L R T N A G
 L N E E C X C I V I L I I I
 L O E E S I H C N A R F O O
 I C E N S O R N G O R K Y N

Answer: *Andrei Sakarov*

Final Module Assignment

In Section 3, Activity 3, you worked on environmental movements in relation to environmental problems, especially deforestation. You used a seven-step, decision-making model to help make a decision on the issue, “Should individuals and organizations have a more active role in resolving international environmental problems?”

Your assignment is to review the work you did on this issue and write a position paper. In this position paper, you should include some comments that show your understanding of the work done in Section 3. You could refer to the effectiveness of individuals and organizations from Section 1 and 2 as well. In these sections, you learned about why and how superpower roles are changing, how interdependence among nations is (or needs to be) increasing, and how individuals and organizations play an important role in addressing international issues.

The title of your paper names the issue: **Should individuals and organizations have an active role in resolving international environmental problems?**

Your paper must contain the following parts:

I. Introduction: Explanation of the issue

In the introduction you will explain in your own words what this issue means to you.
(Suggested length – one paragraph)

II. Body: Development of a position and description of examples

In this part you will list at least two alternatives to the issue and explain each in a short paragraph. Following that, you should state the alternative you prefer and use all the information necessary to defend your choice. You must be persuasive. The reader must be convinced that you based your choice on sound information. Use logical arguments to convince the reader that you know what you are talking about.

The main sources of your data are already provided in this module; however, it is recommended that you try to find a recent article or news item that brings the issue right up to date and also demonstrates your awareness of current affairs.
(Suggested length – two to three pages)

III. Conclusion: Summary of your position

In this part you will restate your position on the issue and write a few sentences that summarize the main arguments used in the body of the paper.
(Suggested length – one paragraph)

The introduction should contain an explanation of the meaning of the elements in the question and references to examples. Marks should be given for depth and breadth of understanding.

The body should contain a position on the issue. Arguments should be given supporting the position, and relevant, consistent evidence supplied that is linked to the arguments and position. Top marks should be given if the position reflects insight by detailing actions and circumstances. Several arguments based on morals, costs, support, values, and elimination of resistance need to be developed with consistent and relevant evidence.

The conclusion should restate the position taken and the main arguments that support the position.

Final Test

There are two copies of the final test: the student's copy which is perforated and designed for photocopying and possible faxing and the teacher's copy which includes a marking guide.

Note:

The student's copy and the teacher's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

SOCIAL STUDIES 33

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE $2\frac{1}{2}$ HOURS TO COMPLETE THIS EXAMINATION. BUDGET YOUR TIME CAREFULLY.

PART A consists of multiple-choice questions worth 70 percent of the total mark.

PART B consists of the written-response section worth 30 percent of the total mark.

IT IS RECOMMENDED THAT YOU READ THE WRITTEN-RESPONSE QUESTIONS IN PART B BEFORE BEGINNING THE EXAMINATION. IDEAS APPEARING IN THE MULTIPLE-CHOICE QUESTIONS MAY ASSIST YOU IN COMPOSING YOUR ESSAY.

INSTRUCTIONS FOR PART A: MULTIPLE CHOICE

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place the appropriate letter in the space provided.

Example

1. The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Response Page

 C 1.

PART A: MULTIPLE CHOICE

- A 1. Which of the following actions **BEST** demonstrates a belief in collectivism?
- A. A government provides a grant for living expenses to a student attending a tuition-free university.
 - B. A salesperson requests that her salary be based on the number of sales she makes in a month.
 - C. A worker saves and invests money to meet retirement with security.
 - D. A financier invests capital to begin a business enterprise.
- B 2. Some individuals influence political decision making through the political office they hold. Such influence is based upon
- A. the use of force
 - B. the use of authority
 - C. charismatic leadership
 - D. ideological commitment

Use the opinions that follow to answer question 3.

Speaker I

People will always be incapable of handling their own affairs. They are easily deceived.

Speaker II

I have confidence that the mass of the people can make good decisions with intelligence if all information can be placed before them.

- A 3. The clash of opinions essentially represents a disagreement over the
- A. nature of human beings
 - B. will of the people
 - C. advantages of democracy
 - D. disadvantages of dictatorship
- A 4. A primary goal of collectivism is to
- A. provide an equal income to each worker
 - B. improve the quality of industrial production
 - C. allow for self-reliance
 - D. allow for risk taking

Use the opinions that follow to answer questions 5 and 6.

Speaker I

It is fundamental to the nature of man to want to be free. Therefore, the people of a nation cannot be happy, prosperous or contented under any form of society which represses them as individuals or limits their personal freedom

– American Corporate President, 1950

Speaker II

Freedom without any restriction would ultimately lead to chaos. It is in self-restraint, in self-discipline, that democracy finds its finest expression. The more of these qualities we display the less need there will be for the intervention of authority in our lives.

– Czechoslovakian Ambassador to Yugoslavia, 1950

 B

5. Speaker I expresses a view in favour of
- A. emphasizing collectivism within a political system
 - B. emphasizing individualism within a political system
 - C. preserving government control over individuals' anti-social impulses
 - D. preserving the democratic rights of the majority over those of the minority

 B

6. Speaker II believes that a lack of restriction on individual freedom would result in
- A. dictatorship
 - B. disorder
 - C. democracy
 - D. freedom

 A

7. The individual consumer in a model planned economy is assured of
- A. economic security
 - B. economic abundance
 - C. product variety
 - D. competitive markets

Use the quotation that follows to answer question 8.

If all mankind, minus one, were of one opinion, mankind would no more be justified in silencing that one person, than he, if he had power, would be justified in silencing mankind.

– John Stuart Mill

- A 8. In the excerpt, Mill is arguing in favour of
- A. freedom to disagree
 - B. majority rule
 - C. collectivism
 - D. responsible government
- D 9. The type of political system that allows for the **MOST** individual participation in decision making is
- A. representative democracy
 - B. parliamentary democracy
 - C. responsible democracy
 - D. direct democracy
- B 10. A lobbyist in Ottawa would
- A. appoint party supporters to government jobs
 - B. represent interest groups
 - C. collect donations for political parties
 - D. keep track of government spending for Parliament

Use the list that follows to answer Question 11.

- I Canada
- II Nazi Germany
- III Sweden
- IV Soviet Union

- C 11. There is (was) considerable opportunity for individual political participation in leadership selection in
- A. I only
 - B. III only
 - C. I and III
 - D. III and IV

- A 12. The legislative function of government is carried out in Canada by
- A. the House of Commons
 - B. the prime minister
 - C. the Supreme Court
 - D. the Crown
- D 13. The citizen's role in a dictatorship includes all of the following **EXCEPT ONE**. Choose the exception.
- A. never criticizing government policy
 - B. providing the leadership with duty and obedience
 - C. supporting leadership decisions
 - D. making informed political decisions
- B 14. Which of the following types of dictatorships is led by a military council?
- A. traditional absolute monarchy
 - B. a junta
 - C. nationalist one-party state
 - D. an ideological one-party state
- B 15. A government could **BEST** be described as a dictatorship if
- A. it has the power to enforce laws
 - B. political competition is abolished
 - C. a majority of its citizens accept its leadership
 - D. it allows its citizens to express political opinions
- D 16. A market economy would have
- A. state ownership of production
 - B. wage controls
 - C. price controls
 - D. private ownership of production
- B 17. Decentralization is to a market economy as centralization is to
- A. free enterprise
 - B. planned economy
 - C. mixed economy
 - D. laissez-faire

Use the opinions that follow to answer questions 18 to 21.

Speaker I

With respect to the economy, I believe that government must move toward a pure price system. Government today is inefficient and tends to over-regulate businesses. It supports welfare programs that result in a serious loss of personal initiative.

Speaker II

I disagree. I believe that the government must move toward a pure public enterprise system. I feel that liberty, equality, and brotherhood can never be achieved in a society that encourages people's selfishness by rewarding greed and competition.

- B 18. Despite their differing opinions, both speakers are appealing to which of the following principles?
- A. the prestige of a nation
 - B. the dignity of the individual
 - C. the survival of humanity
 - D. the superiority of elite leadership
- D 19. The issue raised by both speakers is the extent to which government should
- A. protect individual freedom
 - B. guarantee full employment
 - C. address citizen concerns
 - D. control the economy
- C 20. Which of the following sources is **MOST** consistent with the views expressed by Speaker I?
- A. *Das Kapital*, by Karl Marx
 - B. *Mein Kampf*, by Adolf Hitler
 - C. *The Wealth of Nations*, by Adam Smith
 - D. *Two Treatises on Government*, by John Locke
- D 21. Both speakers would **MOST LIKELY** agree that in a democracy
- A. majority views are held mainly by the working classes
 - B. minority views are given too much attention before elections
 - C. people's attitudes and values are largely ignored by elected governments
 - D. the workings of an economy greatly influence people's attitudes and values

- C 22. Which statement is **INCONSISTENT** with the principles of private enterprise?
- A. Inflation should be accepted as a normal part of the business cycle.
 - B. Wages should be determined by the supply of, and demand for, labour.
 - C. Unemployment insurance should be administered by the government.
 - D. Interest rates should be agreed upon by the borrower and the lender.

Use the opinion that follows to answer question 23.

An ideal Canada would be one in which misery in the midst of great wealth has been eliminated, and in which the great disparities among regions, classes, and ethnic groups no longer exist.

- B 23. The central value expressed here is in
- A. prosperity
 - B. equality
 - C. freedom
 - D. self-reliance

- C 24. In the Soviet Union, ownership of resources is by
- A. individuals
 - B. cooperatives
 - C. the state
 - D. private enterprise

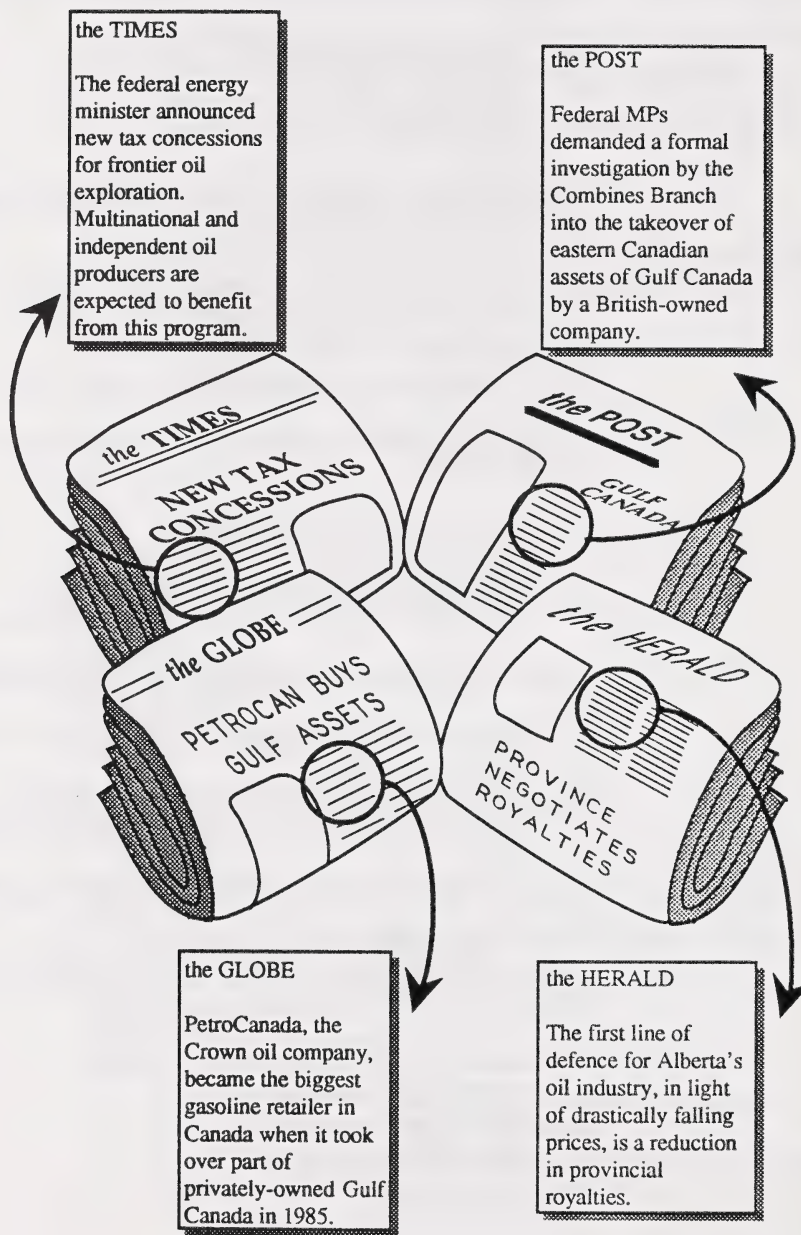
Use the passage that follows to answer question 25.

The Soviet Union permits collective farmers to cultivate small private plots in their spare time and sell the produce for their own profit. Those plots account for a mere 4 percent of the land under cultivation in the USSR – yet, by value, they produce one-fourth of the country's food.

- D 25. The **MAIN** idea of this passage is that
- A. the Soviet Union is beginning to move toward a mixed economy
 - B. farmers who own their land are less efficient
 - C. collectives produce the greatest share of food in the Soviet Union
 - D. people work harder when there is an incentive

- D 26. Voluntary cooperation between the sectors of business, labour, and government would be **MOST** necessary in a
- A. centrally-planned economy
 - B. command economy
 - C. market economy
 - D. mixed economy
- C 27. Which of the following actions is directly available to Canadian citizens as a means of influencing political affairs?
- A. electing new senators
 - B. impeaching corrupt politicians
 - C. joining special interest groups
 - D. changing constituency boundaries
- D 28. To supporters of a market-oriented economy, the principle of self-interest is desirable because
- A. economic stability will be guaranteed
 - B. economic exploitation will be eliminated
 - C. individuals will be assured of economic equality
 - D. individuals will be motivated to exhibit their initiative
- D 29. Which of the following statements **BEST** justifies democracy?
- A. Efficiency and speed of governing are improved if fewer opinions and groups are involved.
 - B. National goals must take precedence over individual, selfish objectives.
 - C. The diversity of human talent requires that only a few people rule in a society.
 - D. An orderly and peaceful change of government is desirable.
- A 30. "Economic decision making is decentralized in a capitalist economy, but centralized in a public enterprise economy." This distinction has become blurred by the trend of capitalism toward increased
- A. concentration of the ownership of production
 - B. competition in the marketplace
 - C. capital investments and profits
 - D. mass production and advertising

Use the information that follows to answer questions 31 to 33.



- D 31. All four news stories deal with how governments in Canada have attempted to
- A. rely on royalties from the oil industry
 - B. prevent foreign ownership of the oil industry
 - C. nationalize the ownership of the oil industry
 - D. intervene in the operation of the oil industry
- C 32. An oil entrepreneur who values individual initiative would react **MOST** favourably to the news stories in the
- A. Post and the Globe
 - B. Globe and the Herald
 - C. Herald and the Times
 - D. Times and the Post
- A 33. A Canadian economic nationalist who supports public enterprise would be **MOST** encouraged by the news stories in the
- A. Post and the Globe
 - B. Globe and the Herald
 - C. Times and the Herald
 - D. Post and the Times
- D 34. The goals or values that should be used to evaluate an economic system are
- A. fairness and justice for all
 - B. freedom, growth, and stability
 - C. things that are widely agreed on by all people in all parts of the world
 - D. things that are not widely agreed on, since goals and values differ among people and nations
- A 35. The implementation of centralized planning in the USSR represented an attempt to encourage increased
- A. economic equality among citizens
 - B. thrift through consumer saving
 - C. initiative among factory owners
 - D. competition through monetary incentives

- A 36. Which of the following is **NOT** a method used in competitive interactions?
- A. alliances
 - B. diplomacy
 - C. international law
 - D. treaties
- D 37. Nations may use coercion during interactions. All of the following **EXCEPT ONE** are examples of coercion. What is the exception?
- A. refusing to trade with another nation
 - B. restricting shipments of goods to a nation
 - C. acting with a group of nations to force another to comply
 - D. using a neutral third party to negotiate a compromise
- C 38. A system of maintaining peace in which each member nation regards an attack on one as an attack on all is called
- A. promotion of an ideology
 - B. arbitration
 - C. collective security
 - D. coercion
- B 39. Which organization is designed to provide collective security?
- A. the European Community
 - B. NATO
 - C. OPEC
 - D. the United Nations
- B 40. Which of the following statements is contrary to a belief in internationalism?
- A. We are all human beings and world citizens; therefore, each person and nation must cooperate.
 - B. Our world is very complex and requires each nation to solve its own problems.
 - C. By determining what the world's problems are as a group, we can improve the world.
 - D. Through trade and alliances, the world is closely interrelated.

Questions 41 to 45 require you to evaluate the consequences of international interactions. Specifically, you are to determine if the interaction would alter the degrees of accommodation and tension. Select

- A. if the interaction would increase tension and/or reduce accommodation
- B. if the interaction would reduce tension and increase accommodation
- C. if the interaction would have a mixed effect on tension and accommodation

- A 41. Several neighbouring nations each increase their defence spending.
- B 42. Eleven nations with similar political systems form a trade alliance.
- B 43. A truce is declared between two nations who have been fighting a border war for two years.
- C 44. Three nations choose to boycott the 1992 Olympic Winter games to protest France's treatment of nuclear protesters.
- C 45. Four nations engaged in a trade war each agree to negotiate a trade agreement, but none will suspend trading during the talks.
- B 46. Competition between nations may occur for which types of territory?
 - A. influence, power, indirect control
 - B. trade, influence, direct control
 - C. annexed, trade, direct control
 - D. direct control, indirect control, power
- D 47. The three most influential leaders at the peace talks that led to the Treaty of Versailles were
 - A. Wilson, Lloyd-George, Hitler
 - B. Clemenceau, Wilson, Mussolini
 - C. Hitler, Mussolini, Clemenceau
 - D. Wilson, Clemenceau, Lloyd-George
- C 48. The policy of appeasement is best illustrated by
 - A. Hitler's annexation of Austria
 - B. Hitler's invasion of Czechoslovakia
 - C. those terms of the Munich Agreement
 - D. Hitler's invasion of Poland

- B 49. One of the following is NOT characteristic of a depression. Identify the exception.
- A. falling prices
 - B. low unemployment rates
 - C. declining business activity
 - D. falling wages
- C 50. The best example of collective security in the 1930s was
- A. the Locarno Treaty
 - B. the Kellogg-Briand Pact
 - C. the League of Nations
 - D. the United Nations
- C 51. One of the following is NOT a characteristic of World War I. Identify the exception.
- A. chlorine gas
 - B. trench warfare
 - C. total war
 - D. conventional weapons
- D 52. Which of the following actions resulted in an attempt by the League of Nations to impose economic sanctions?
- A. the German invasion of Czechoslovakia
 - B. the German reoccupation of the Rhineland
 - C. the invasion of Manchuria by Japan
 - D. the invasion of Ethiopia by Italy
- C 53. The map of Europe was redrawn in 1919 in an attempt to ensure that newly created states were
- A. protected from German expansion
 - B. capable of economic growth and progress
 - C. given the right of self-determination
 - D. protected from the French motive of revenge
- B 54. Which of the following is a statement of fact?
- A. Europeans are very ambitious, capable, and intelligent.
 - B. The nuclear arms race threatens the safety and survival of all people.
 - C. The League of Nations was effective in dealing with aggression.
 - D. People of different racial backgrounds should live in segregated neighbourhoods.

- A 55. Which of the following is **LEAST** likely to be true of a fascist state?
- A. It is communistic.
 - B. It is totalitarian.
 - C. It is nationalistic.
 - D. It is aggressive.
- D 56. Which of the following actions is an example of a movement toward supranationalism?
- A. A subject people agitates for an independent state.
 - B. A government insists on a clear division between church and state.
 - C. A distinct cultural group, divided between two states, demands unification.
 - D. A number of nations agree to participate in an international economic organization.

Use the quotation that follows to answer question 57.

In certain crises and in world trouble-spots, the superpowers confront each other indirectly. Instead of confronting each other face to face, one provides military and economic support to an ally, against an ally of the other. ¹

57. Such indirect confrontation occurred during the
- A. Cuban missile crisis of 1962
 - B. Arab-Israeli conflicts of 1967 and 1973
 - C. outbreak of violence in South Africa during the 1960s
 - D. takeover in Iran by the Ayatollah Khomeini during the 1970s

¹ Harcourt, Brace Jovanovich for the excerpt from *The Contemporary World*. Reprinted by permission of Harcourt, Brace Jovanovich.

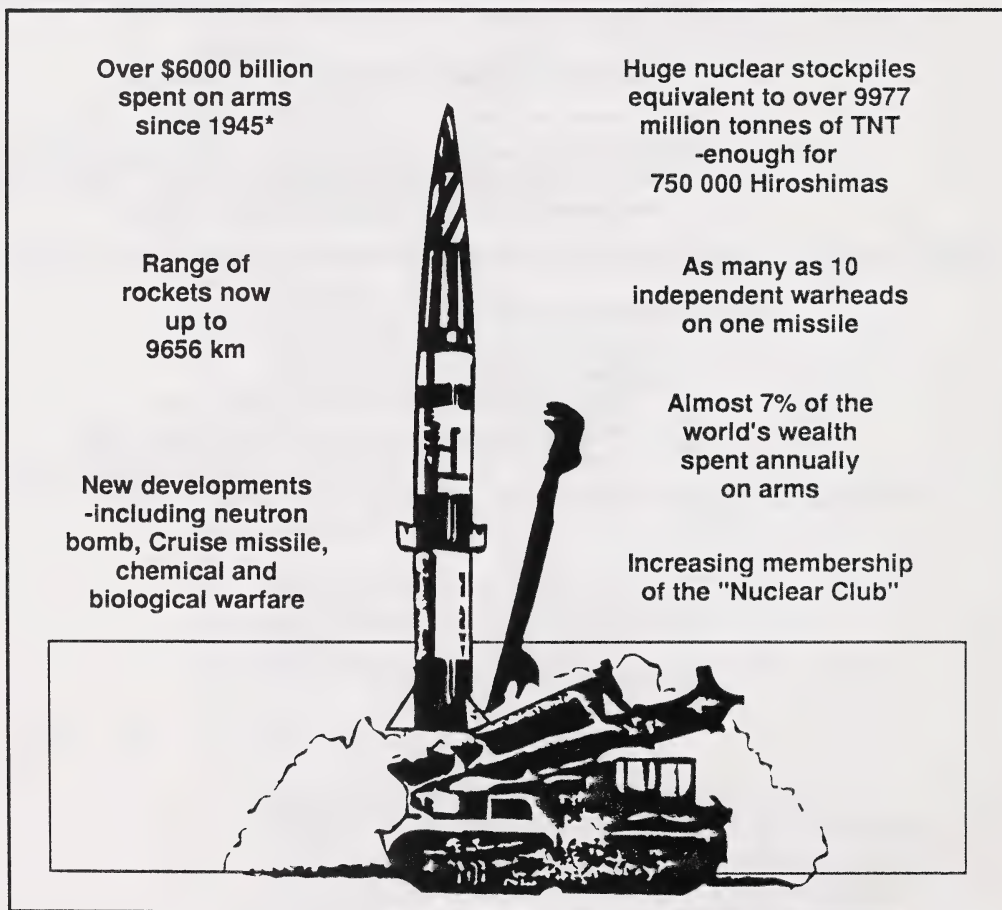
Use the sources that follow to answer questions 58 to 62.

Source I

We have to get rid of those nuclear weapons. There is nothing worth having that can be obtained by nuclear war – nothing material or ideological – no tradition that it can defend. It is utterly self-defeating. Those atomic bombs represent an unusable weapon. The only use for an atomic bomb is to keep somebody else from using one. It can give us no protection – only the doubtful satisfaction of retaliation. Nuclear weapons offer us nothing but a balance of terror and a balance of terror is still terror. . . .

– George Wald

Source II

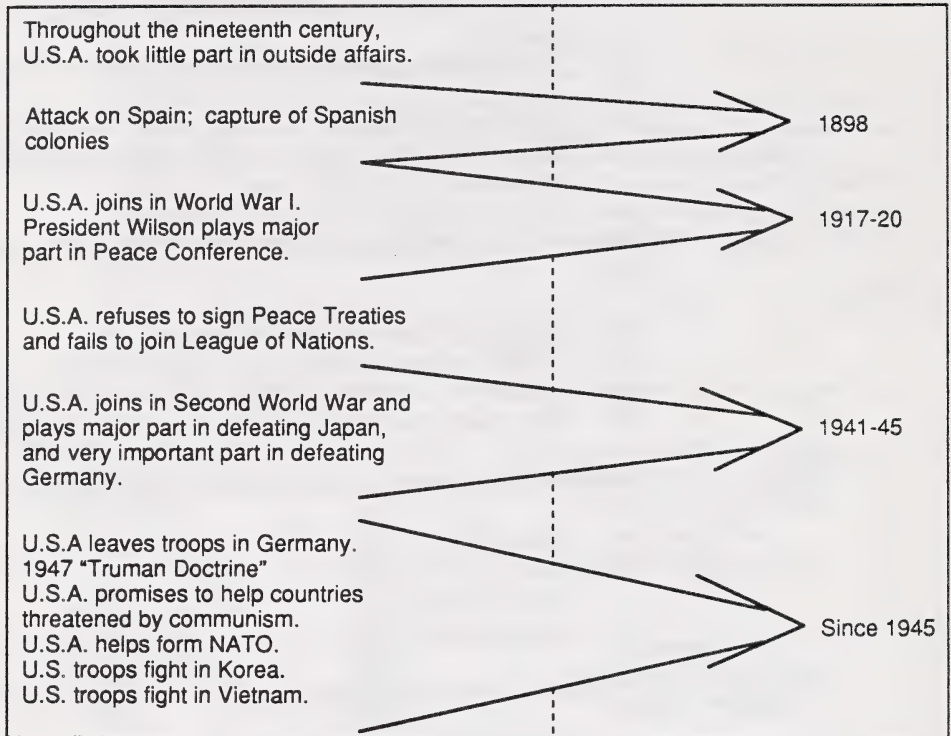


* It is estimated that \$1150 billion was spent by all countries in fighting the Second World War.

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- B 58. Which of the following issues is raised by Sources I and II?
- A. Should nations decrease economic and financial aid to maintain world peace?
 - B. Should nations continue to spend money on the development of nuclear weapons?
 - C. Should nations form regional alliances to achieve a balance of power?
 - D. Should nations in the “Nuclear Club” support an atmospheric test ban treaty?
- C 59. Which of the following research questions is most clearly addressed by Source II?
- A. Which nations belong to the “Nuclear Club”?
 - B. Why are nations producing new types of weapons?
 - C. What is the destructive capability of nuclear weapons?
 - D. How much money does the U.S.A. spend on nuclear weapons?
- C 60. Both sources illustrate the dangers that arise from a policy of
- A. limited war
 - B. secret diplomacy
 - C. mutual deterrence
 - D. collective security
- C 61. Which conclusion is **BEST** supported by the information in Source II?
- A. The United Nations is ineffective.
 - B. Superpower domination of the world is increasing.
 - C. World expenditures on arms have reached unprecedented levels.
 - D. The “Nuclear Club” is threatened by chemical and biological weapons.
- A 62. Which course of action would a supporter of détente favour to lessen the serious risks indicated in Source I?
- A. the reopening of the SALT talks
 - B. the stockpiling of nuclear weapons
 - C. the strengthening of regional alliances
 - D. the cancellation of the Helsinki Accords
- B 63. In which Second World War battle were the tactics of swift air attacks and rapidly advancing tanks used to achieve a quick and decisive victory?
- A. the Dieppe Raid
 - B. the German Invasion of Poland
 - C. the Battle of Stalingrad
 - D. the Japanese invasion of the Phillipines

Use the information that follows to answer question 64.



- B 64. The diagram traces the abandonment of the American foreign policy of
- containment
 - isolationism
 - normalcy
 - appeasement
- D 65. Which of the following is an example of increased interdependence?
- the U.S.A.'s proposal for Strategic Defense Initiative
 - Gorbachev's *perestroika* for the Soviet economy
 - the superpower arms race
 - Soviet-French accords for economic cooperation

- A 66. Which of the following would agree with a case-by-case approach to dealing with international debt problems?
- A. the United States of America
 - B. the Brandt Report of 1980
 - C. the Congress of African Unity
 - D. the Group of 77
- C 67. An example of confrontation is
- A. the SALT I Agreement
 - B. the INF Agreement
 - C. the Nuclear Arms Race
 - D. the START negotiations
- D 68. Which of the following would characterize détente between superpowers?
- A. the U.S. proposal for deploying the neutron bomb
 - B. the Soviet deployment of SS20 missiles
 - C. President Reagan's comment that the USSR was an "evil empire"
 - D. General Secretary Gorbachev's proposals for nuclear arms cuts
- C 69. Which of the following actually resulted in the most debt reduction for the poor world?
- A. the Ottawa Summit 1980
 - B. the Cancun Summit 1980
 - C. the Toronto Summit 1988
 - D. the Paris Summit 1989
- D 70. Increasing international interdependence is demonstrated by which of the following?
- A. issuing citizens gas masks
 - B. Iraq's using mustard gas on its Kurdish minority group
 - C. fitting bomb shelters with air filters
 - D. holding a 149-nation conference on chemical weapons disarmament

PART A: RESPONSE PAGE

<u>A</u>	1.	<u>B</u>	15.	<u>D</u>	29.	<u>B</u>	43.	<u>B</u>	57.
<u>B</u>	2.	<u>D</u>	16.	<u>A</u>	30.	<u>C</u>	44.	<u>B</u>	58.
<u>A</u>	3.	<u>B</u>	17.	<u>D</u>	31.	<u>C</u>	45.	<u>C</u>	59.
<u>A</u>	4.	<u>B</u>	18.	<u>C</u>	32.	<u>B</u>	46.	<u>C</u>	60.
<u>B</u>	5.	<u>D</u>	19.	<u>A</u>	33.	<u>D</u>	47.	<u>C</u>	61.
<u>B</u>	6.	<u>C</u>	20.	<u>D</u>	34.	<u>C</u>	48.	<u>A</u>	62.
<u>A</u>	7.	<u>D</u>	21.	<u>A</u>	35.	<u>B</u>	49.	<u>B</u>	63.
<u>A</u>	8.	<u>C</u>	22.	<u>A</u>	36.	<u>C</u>	50.	<u>B</u>	64.
<u>D</u>	9.	<u>B</u>	23.	<u>D</u>	37.	<u>C</u>	51.	<u>D</u>	65.
<u>B</u>	10.	<u>C</u>	24.	<u>C</u>	38.	<u>D</u>	52.	<u>A</u>	66.
<u>C</u>	11.	<u>D</u>	25.	<u>B</u>	39.	<u>C</u>	53.	<u>C</u>	67.
<u>A</u>	12.	<u>D</u>	26.	<u>B</u>	40.	<u>B</u>	54.	<u>D</u>	68.
<u>D</u>	13.	<u>C</u>	27.	<u>A</u>	41.	<u>A</u>	55.	<u>C</u>	69.
<u>B</u>	14.	<u>D</u>	28.	<u>B</u>	42.	<u>D</u>	56.	<u>D</u>	70.

INSTRUCTIONS FOR PART B: WRITTEN RESPONSE

The written-response section is an essay assignment worth 30 percent of the total examination mark. Essays for each topic will be marked according to the same criteria.

Choose **ONE** of the two topics that follow for your essay.

Be sure to indicate your choice of topic.

If you write on both topics, **ONLY** the first will be marked.

Read all parts of the assignment carefully.

Complete your essay in the space provided. There are pages provided for planning, for drafting, and for your finished work.

PART B: WRITTEN RESPONSE**TOPIC 1**

Some governments believe that individual freedom should be restricted to accomplish national economic goals such as full employment. The Nazi government of Adolf Hitler and the Soviet government of Joseph Stalin during the 1930s provide examples of such governments. Other governments have attempted to maintain individual freedom while endeavoring to achieve important national economic goals. The American government that enacted Roosevelt's New Deal during the Great Depression provides an example of this approach.

In an essay, take and defend a position on this issue:

SHOULD THE CANADIAN GOVERNMENT RESTRICT INDIVIDUAL FREEDOM DURING TIMES OF ECONOMIC DEPRESSION TO ACHIEVE FULL EMPLOYMENT?

In your essay

- | | |
|--|----------|
| • define the issue by identifying different points of view and thoughtfully discussing assumptions underlying these points of view | 5 marks |
| • take and defend a position on the issue by developing logical and persuasive arguments | 10 marks |
| • select and accurately develop relevant examples or case studies as evidence to support your position | 10 marks |
| • use an appropriate level and style of language and expression | 5 marks |

TOTAL	<hr/> 30 marks
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TOPIC 2

Some nations follow a policy of allocating increasing amounts of human and material resources toward improving their military preparedness. They believe such a policy will lessen the dangers of aggressive actions against them. Other nations channel their human and material resources to such areas as economic development and increased aid to underdeveloped nations. They believe such actions are better suited to maintain world peace.

In an essay, take and defend a position on this issue:

SHOULD NATIONS INCREASE THE SIZE OF THEIR DEFENCE BUDGETS?**In your essay**

- | | |
|--|----------|
| • define the issue by identifying different points of view and thoughtfully discussing assumptions underlying these points of view | 5 marks |
| • take and defend a position on the issue by developing logical and persuasive arguments | 10 marks |
| • select and accurately develop relevant examples or case studies as evidence to support your position | 10 marks |
| • use an appropriate level and style of language and expression | 5 marks |

TOTAL	30 marks
-------	----------

PART B: RESPONSE PAGE

TOPIC 1: SHOULD THE CANADIAN GOVERNMENT RESTRICT INDIVIDUAL FREEDOM DURING TIMES OF ECONOMIC DEPRESSION TO ACHIEVE FULL EMPLOYMENT?

Definition of the issue and underlying assumptions

Examples of possible positions students might take are listed below:

- *More government intervention is required in the Canadian economy.*
- *Less government intervention is required.*
- *Current levels of government intervention should be maintained.*
- *Either more or less government intervention is required in one sector of the economy, but not in another.*

Examples of some of the assumptions and premises on which the students might base their arguments are listed below:

- *The proposed position will uphold or maximize the values that the student or the general society holds to be paramount (e.g., how individual initiative in the economy would further personal material welfare or limit social welfare).*
- *The proposed position reflects widespread public attitudes or expectations (e.g., how greater emphasis on individual initiative would increase the efficiency and productivity of overly centralized economies).*
- *A recognized and scholarly authority, such as a political or economic theorist, government commission, or historian supports the proposed position (e.g., how Adam Smith's principles of laissez-faire and the invisible hand support individual initiative).*

Defence of position

The students will be marked on the logic and persuasiveness of the arguments they use to defend a position on the issue.

Examples of some of the ways which students might structure their arguments to defend a position on the issue are listed below. Markers should note that the following list is by no means complete and is intended only as a general guide.

- *The positive or negative consequences of more or less government intervention in the Canadian economy are presented, leading the students to make valid conclusions supporting their positions (e.g., the people of Sweden have benefitted from greater income redistribution, and therefore more intervention is desirable in Canada; OR, conversely, Reaganomics has had a negative effect in the U.S. and therefore, again, more intervention is desirable).*
- *A comparison of both the positive and negative consequences of either more or less intervention is presented, leading the students to draw valid conclusions supporting their position (e.g., the advantages and disadvantages of central planning in the USSR are discussed leading students to conclude that the advantages outweigh the disadvantages and that therefore greater intervention is appropriate in Canada).*

Examples or case studies

The students will be marked on the accuracy and comprehensiveness of the examples or case studies they have chosen to use as evidence to support their arguments. A partial list of relevant examples and case studies is given below. Markers should note that the listing is by no means complete and is intended only as a general guide.

- *the historical and ideological commitment of the United States to individualism within a market economy*
- *the emphasis of the Reagan administration on deregulation and the free play of market forces and individual initiative in the American economy*
- *the historical and ideological commitment of Sweden to achieving a balance between individual initiative and government intervention in the economy through the use of indicative planning*
- *the historical and ideological commitment of the USSR to central planning (However, recent reforms have been introduced to encourage greater initiative in the Soviet economy.)*
- *the recent shift in China from complete central planning to a policy of limited individual initiative within a new private sector*
- *Canada's historical and continuing attempts to achieve a balance between intervention in the economy and individual initiative*
- *the ideological commitment to the corporate state (mixed command and private enterprise) found under fascist governments, which discourage individualism*
- *the very current emphasis on privatization and government deregulation of the economy found in countries such as Great Britain and Canada*
- *industrialism in Great Britain*
- *the New Deal in the U.S.A.*

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PART B: RESPONSE PAGE

TOPIC 2: SHOULD NATIONS INCREASE THE SIZE OF THEIR DEFENCE BUDGETS?

Definition of the issue and underlying assumptions

Examples of possible positions students might take are listed below:

- *Nations should not increase the size of their defence budgets.*
- *Nations should increase the size of their defence budgets as an attempt to lessen the dangers of aggressive actions against them.*
- *Nations should not increase the size of their defence budgets and should attempt to persuade their allies to decrease defence spending.*

Examples of some assumptions and premises on which the students might base their arguments are listed below:

- *commitment to channelling human and material resources to economic development and increased aid to underdeveloped nations*

Defence of position

The students will be marked on the logic and persuasiveness of the arguments they use to defend a position on the issue.

Examples of some of the ways which students might structure their arguments are presented below. Markers should note that the following list is by no means complete and is only intended as a guide.

- *Positive and negative consequences of increasing the size of the defence budget are presented (e.g., negative consequences dragged nations into World War I).*
- *A comparison is made of the advantages and disadvantages of increasing defence budgets. The conclusion would discuss whether nations should or should not increase the size of their defence budgets.*
- *commitment to world peace and nuclear disarmament*
- *vulnerability to aggression of unarmed nations*
- *scholarly authority (Stockpiling armaments causes war.)*

Examples or case studies

Answers should be accurate and comprehensive. The following is a partial list of possible examples and is only intended as a guide.

- *alliance systems (e.g., Armed camps led to World Wars I and II.)*
- *defence spending (e.g., An increase in defence spending by superpowers has acted as a deterrent since 1945.)*
- *Sweden and Japan – placing of emphasis on one's own security or global security*
- *foreign aid as part of the budget of nations (e.g., There will be no war if the poor are satisfied.)*

SOCIAL STUDIES 33

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE $2\frac{1}{2}$ HOURS TO COMPLETE THIS EXAMINATION. BUDGET YOUR TIME CAREFULLY.

PART A consists of multiple-choice questions worth 70 percent of the total mark.

PART B consists of the written-response section worth 30 percent of the total mark.

IT IS RECOMMENDED THAT YOU READ THE WRITTEN-RESPONSE QUESTIONS IN PART B BEFORE BEGINNING THE EXAMINATION. IDEAS APPEARING IN THE MULTIPLE-CHOICE QUESTIONS MAY ASSIST YOU IN COMPOSING YOUR ESSAY.

INSTRUCTIONS FOR PART A: MULTIPLE CHOICE

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place the appropriate letter in the space provided.

Example

1. The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Response Page

 C 1.

PART A: MULTIPLE CHOICE

1. Which of the following actions **BEST** demonstrates a belief in collectivism?
 - A. A government provides a grant for living expenses to a student attending a tuition-free university.
 - B. A salesperson requests that her salary be based on the number of sales she makes in a month.
 - C. A worker saves and invests money to meet retirement with security.
 - D. A financier invests capital to begin a business enterprise.
2. Some individuals influence political decision making through the political office they hold. Such influence is based upon
 - A. the use of force
 - B. the use of authority
 - C. charismatic leadership
 - D. ideological commitment

Use the opinions that follow to answer question 3.

Speaker I

People will always be incapable of handling their own affairs. They are easily deceived.

Speaker II

I have confidence that the mass of the people can make good decisions with intelligence if all information can be placed before them.

3. The clash of opinions essentially represents a disagreement over the
 - A. nature of human beings
 - B. will of the people
 - C. advantages of democracy
 - D. disadvantages of dictatorship
4. A primary goal of collectivism is to
 - A. provide an equal income to each worker
 - B. improve the quality of industrial production
 - C. allow for self-reliance
 - D. allow for risk taking

Use the opinions that follow to answer questions 5 and 6.

Speaker I

It is fundamental to the nature of man to want to be free. Therefore, the people of a nation cannot be happy, prosperous or contented under any form of society which represses them as individuals or limits their personal freedom

– American Corporate President, 1950

Speaker II

Freedom without any restriction would ultimately lead to chaos. It is in self-restraint, in self-discipline, that democracy finds its finest expression. The more of these qualities we display the less need there will be for the intervention of authority in our lives.

– Czechoslovakian Ambassador to Yugoslavia, 1951

5. Speaker I expresses a view in favour of
- A. emphasizing collectivism within a political system
 - B. emphasizing individualism within a political system
 - C. preserving government control over individuals' anti-social impulses
 - D. preserving the democratic rights of the majority over those of the minority
6. Speaker II believes that a lack of restriction on individual freedom would result in
- A. dictatorship
 - B. disorder
 - C. democracy
 - D. freedom
7. The individual consumer in a model planned economy is assured of
- A. economic security
 - B. economic abundance
 - C. product variety
 - D. competitive markets

Use the quotation that follows to answer question 8.

If all mankind, minus one, were of one opinion, mankind would no more be justified in silencing that one person, than he, if he had power, would be justified in silencing mankind.

– John Stuart Mill

8. In the excerpt, Mill is arguing in favour of
- A. freedom to disagree
 - B. majority rule
 - C. collectivism
 - D. responsible government
9. The type of political system that allows for the **MOST** individual participation in decision making is
- A. representative democracy
 - B. parliamentary democracy
 - C. responsible democracy
 - D. direct democracy
10. A lobbyist in Ottawa would
- A. appoint party supporters to government jobs
 - B. represent interest groups
 - C. collect donations for political parties
 - D. keep track of government spending for Parliament

Use the list that follows to answer Question 11.

- | | |
|-----|--------------|
| I | Canada |
| II | Nazi Germany |
| III | Sweden |
| IV | Soviet Union |

11. There is (was) considerable opportunity for individual political participation in leadership selection in
- A. I only
 - B. III only
 - C. I and III
 - D. III and IV

12. The legislative function of government is carried out in Canada by
- A. the House of Commons
 - B. the prime minister
 - C. the Supreme Court
 - D. the Crown
13. The citizen's role in a dictatorship includes all of the following **EXCEPT ONE**. Choose the exception.
- A. never criticizing government policy
 - B. providing the leadership with duty and obedience
 - C. supporting leadership decisions
 - D. making informed political decisions
14. Which of the following types of dictatorships is led by a military council?
- A. traditional absolute monarchy
 - B. a junta
 - C. nationalist one-party state
 - D. an ideological one-party state
15. A government could **BEST** be described as a dictatorship if
- A. it has the power to enforce laws
 - B. political competition is abolished
 - C. a majority of its citizens accept its leadership
 - D. it allows its citizens to express political opinions
16. A market economy would have
- A. state ownership of production
 - B. wage controls
 - C. price controls
 - D. private ownership of production
17. Decentralization is to a market economy as centralization is to
- A. free enterprise
 - B. planned economy
 - C. mixed economy
 - D. laissez-faire

Use the opinions that follow to answer questions 18 to 21.

Speaker I

With respect to the economy, I believe that government must move toward a pure price system. Government today is inefficient and tends to over-regulate businesses. It supports welfare programs that result in a serious loss of personal initiative.

Speaker II

I disagree. I believe that the government must move toward a pure public enterprise system. I feel that liberty, equality, and brotherhood can never be achieved in a society that encourages people's selfishness by rewarding greed and competition.

18. Despite their differing opinions, both speakers are appealing to which of the following principles?
- A. the prestige of a nation
 - B. the dignity of the individual
 - C. the survival of humanity
 - D. the superiority of elite leadership
19. The issue raised by both speakers is the extent to which government should
- A. protect individual freedom
 - B. guarantee full employment
 - C. address citizen concerns
 - D. control the economy
20. Which of the following sources is **MOST** consistent with the views expressed by Speaker I?
- A. *Das Kapital*, by Karl Marx
 - B. *Mein Kampf*, by Adolf Hitler
 - C. *The Wealth of Nations*, by Adam Smith
 - D. *Two Treatises on Government*, by John Locke
21. Both speakers would **MOST LIKELY** agree that in a democracy
- A. majority views are held mainly by the working classes
 - B. minority views are given too much attention before elections
 - C. people's attitudes and values are largely ignored by elected governments
 - D. the workings of an economy greatly influence people's attitudes and values

22. Which statement is **INCONSISTENT** with the principles of private enterprise?

- A. Inflation should be accepted as a normal part of the business cycle.
- B. Wages should be determined by the supply of, and demand for, labour.
- C. Unemployment insurance should be administered by the government.
- D. Interest rates should be agreed upon by the borrower and the lender.

Use the opinion that follows to answer question 23.

An ideal Canada would be one in which misery in the midst of great wealth has been eliminated, and in which the great disparities among regions, classes, and ethnic groups no longer exist.

23. The central value expressed here is in

- A. prosperity
- B. equality
- C. freedom
- D. self-reliance

24. In the Soviet Union, ownership of resources is by

- A. individuals
- B. cooperatives
- C. the state
- D. private enterprise

Use the passage that follows to answer question 25.

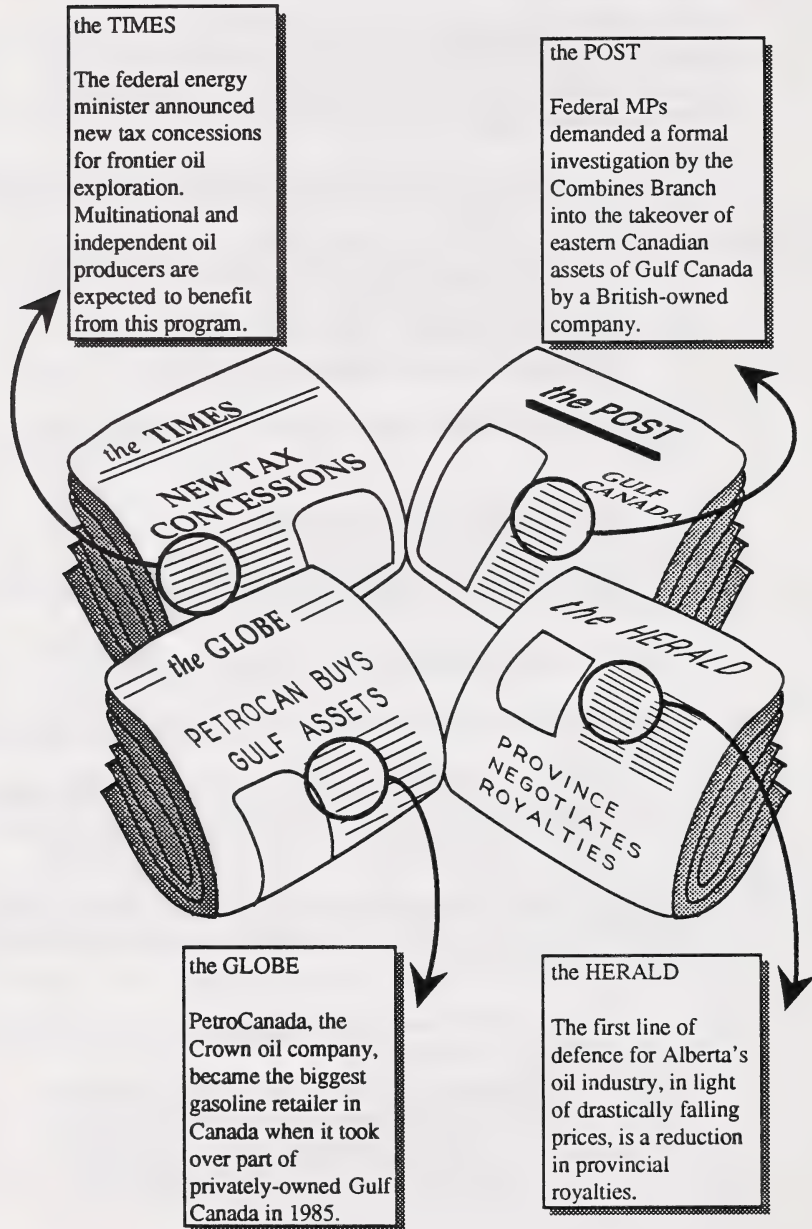
The Soviet Union permits collective farmers to cultivate small private plots in their spare time and sell the produce for their own profit. Those plots account for a mere 4 percent of the land under cultivation in the USSR – yet, by value, they produce one-fourth of the country's food.

25. The **MAIN** idea of this passage is that

- A. the Soviet Union is beginning to move toward a mixed economy
- B. farmers who own their land are less efficient
- C. collectives produce the greatest share of food in the Soviet Union
- D. people work harder when there is an incentive

26. Voluntary cooperation between the sectors of business, labour, and government would be **MOST** necessary in a
- A. centrally-planned economy
 - B. command economy
 - C. market economy
 - D. mixed economy
27. Which of the following actions is directly available to Canadian citizens as a means of influencing political affairs?
- A. electing new senators
 - B. impeaching corrupt politicians
 - C. joining special interest groups
 - D. changing constituency boundaries
28. To supporters of a market-oriented economy, the principle of self-interest is desirable because
- A. economic stability will be guaranteed
 - B. economic exploitation will be eliminated
 - C. individuals will be assured of economic equality
 - D. individuals will be motivated to exhibit their initiative
29. Which of the following statements **BEST** justifies democracy?
- A. Efficiency and speed of governing are improved if fewer opinions and groups are involved.
 - B. National goals must take precedence over individual, selfish objectives.
 - C. The diversity of human talent requires that only a few people rule in a society.
 - D. An orderly and peaceful change of government is desirable.
30. "Economic decision making is decentralized in a capitalist economy, but centralized in a public enterprise economy." This distinction has become blurred by the trend of capitalism toward increased
- A. concentration of the ownership of production
 - B. competition in the marketplace
 - C. capital investments and profits
 - D. mass production and advertising

Use the information that follows to answer questions 31 to 33.



31. All four news stories deal with how governments in Canada have attempted to
- A. rely on royalties from the oil industry
 - B. prevent foreign ownership of the oil industry
 - C. nationalize the ownership of the oil industry
 - D. intervene in the operation of the oil industry
32. An oil entrepreneur who values individual initiative would react **MOST** favourably to the news stories in the
- A. Post and the Globe
 - B. Globe and the Herald
 - C. Herald and the Times
 - D. Times and the Post
33. A Canadian economic nationalist who supports public enterprise would be **MOST** encouraged by the news stories in the
- A. Post and the Globe
 - B. Globe and the Herald
 - C. Times and the Herald
 - D. Post and the Times
34. The goals or values that should be used to evaluate an economic system are
- A. fairness and justice for all
 - B. freedom, growth, and stability
 - C. things that are widely agreed on by all people in all parts of the world
 - D. things that are not widely agreed on, since goals and values differ among people and nations
35. The implementation of centralized planning in the USSR represented an attempt to encourage increased
- A. economic equality among citizens
 - B. thrift through consumer saving
 - C. initiative among factory owners
 - D. competition through monetary incentives

36. Which of the following is **NOT** a method used in competitive interactions?
- A. alliances
 - B. diplomacy
 - C. international law
 - D. treaties
37. Nations may use coercion during interactions. All of the following **EXCEPT ONE** are examples of coercion. What is the exception?
- A. refusing to trade with another nation
 - B. restricting shipments of goods to a nation
 - C. acting with a group of nations to force another to comply
 - D. using a neutral third party to negotiate a compromise
38. A system of maintaining peace in which each member nation regards an attack on one as an attack on all is called
- A. promotion of an ideology
 - B. arbitration
 - C. collective security
 - D. coercion
39. Which organization is designed to provide collective security?
- A. the European Community
 - B. NATO
 - C. OPEC
 - D. the United Nations
40. Which of the following statements is contrary to a belief in internationalism?
- A. We are all human beings and world citizens; therefore, each person and nation must cooperate.
 - B. Our world is very complex and requires each nation to solve its own problems.
 - C. By determining what the world's problems are as a group, we can improve the world.
 - D. Through trade and alliances, the world is closely interrelated.

Questions 41 to 45 require you to evaluate the consequences of international interactions. Specifically, you are to determine if the interaction would alter the degrees of accommodation and tension. Select

- A. if the interaction would increase tension and/or reduce accommodation
 - B. if the interaction would reduce tension and increase accommodation
 - C. if the interaction would have a mixed effect on tension and accommodation
41. Several neighbouring nations each increase their defence spending.
42. Eleven nations with similar political systems form a trade alliance.
43. A truce is declared between two nations who have been fighting a border war for two years.
44. Three nations choose to boycott the 1992 Olympic Winter games to protest France's treatment of nuclear protesters.
45. Four nations engaged in a trade war each agree to negotiate a trade agreement, but none will suspend trading during the talks.
46. Competition between nations may occur for which types of territory?
- A. influence, power, indirect control
 - B. trade, influence, direct control
 - C. annexed, trade, direct control
 - D. direct control, indirect control, power
47. The three most influential leaders at the peace talks that led to the Treaty of Versailles were
- A. Wilson, Lloyd-George, Hitler
 - B. Clemenceau, Wilson, Mussolini
 - C. Hitler, Mussolini, Clemenceau
 - D. Wilson, Clemenceau, Lloyd-George
48. The policy of appeasement is best illustrated by
- A. Hitler's annexation of Austria
 - B. Hitler's invasion of Czechoslovakia
 - C. those terms of the Munich Agreement
 - D. Hitler's invasion of Poland

49. One of the following is **NOT** characteristic of a depression. Identify the exception.
- A. falling prices
 - B. low unemployment rates
 - C. declining business activity
 - D. falling wages
50. The best example of collective security in the 1930s was
- A. the Locarno Treaty
 - B. the Kellogg-Briand Pact
 - C. the League of Nations
 - D. the United Nations
51. One of the following is **NOT** a characteristic of World War I. Identify the exception.
- A. chlorine gas
 - B. trench warfare
 - C. total war
 - D. conventional weapons
52. Which of the following actions resulted in an attempt by the League of Nations to impose economic sanctions?
- A. the German invasion of Czechoslovakia
 - B. the German reoccupation of the Rhineland
 - C. the invasion of Manchuria by Japan
 - D. the invasion of Ethiopia by Italy
53. The map of Europe was redrawn in 1919 in an attempt to ensure that newly created states were
- A. protected from German expansion
 - B. capable of economic growth and progress
 - C. given the right of self-determination
 - D. protected from the French motive of revenge
54. Which of the following is a statement of fact?
- A. Europeans are very ambitious, capable, and intelligent.
 - B. The nuclear arms race threatens the safety and survival of all people.
 - C. The League of Nations was effective in dealing with aggression.
 - D. People of different racial backgrounds should live in segregated neighbourhoods.

55. Which of the following is **LEAST** likely to be true of a fascist state?
- A. It is communistic.
 - B. It is totalitarian.
 - C. It is nationalistic.
 - D. It is aggressive.
56. Which of the following actions is an example of a movement toward supranationalism?
- A. A subject people agitates for an independent state.
 - B. A government insists on a clear division between church and state.
 - C. A distinct cultural group, divided between two states, demands unification.
 - D. A number of nations agree to participate in an international economic organization.

Use the quotation that follows to answer question 57.

In certain crises and in world trouble-spots, the superpowers confront each other indirectly. Instead of confronting each other face to face, one provides military and economic support to an ally, against an ally of the other.¹

57. Such indirect confrontation occurred during the
- A. Cuban missile crisis of 1962
 - B. Arab-Israeli conflicts of 1967 and 1973
 - C. outbreak of violence in South Africa during the 1960s
 - D. takeover in Iran by the Ayatollah Khomeini during the 1970s

¹ Harcourt, Brace Jovanovich for the excerpt from *The Contemporary World*. Reprinted by permission of Harcourt, Brace Jovanovich.

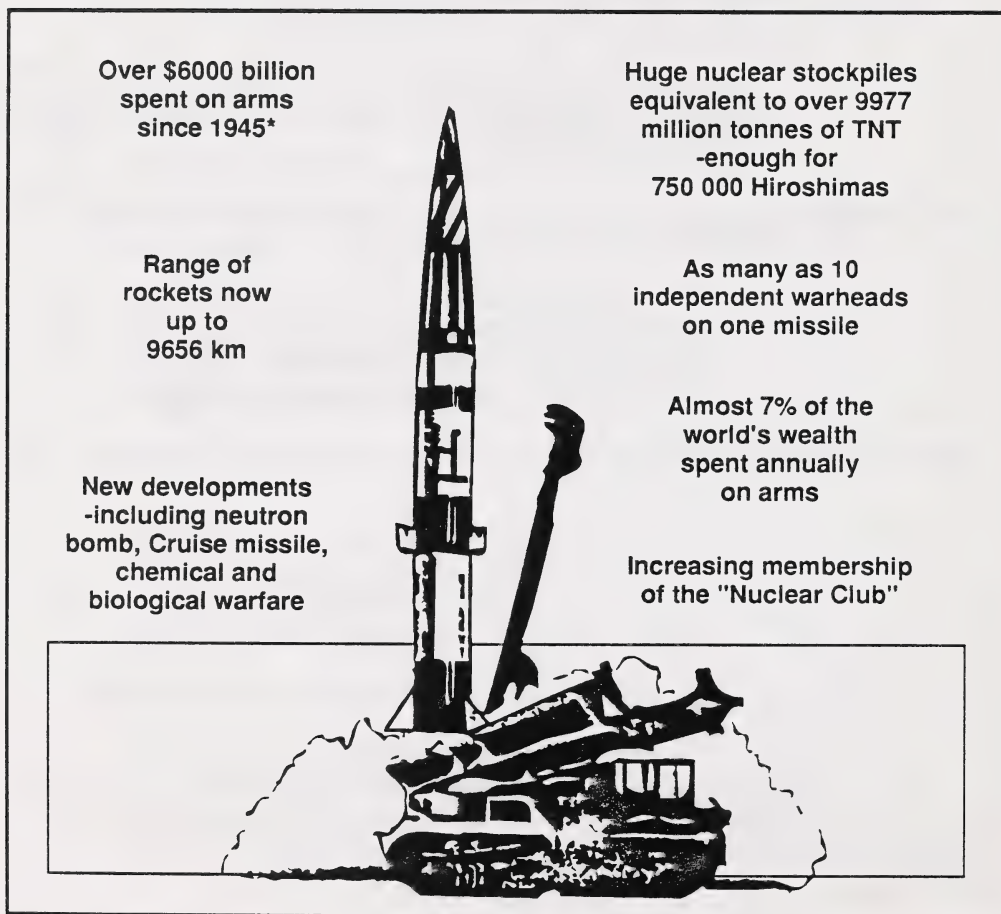
Use the sources that follow to answer questions 58 to 62.

Source I

We have to get rid of those nuclear weapons. There is nothing worth having that can be obtained by nuclear war – nothing material or ideological – no tradition that it can defend. It is utterly self-defeating. Those atomic bombs represent an unusable weapon. The only use for an atomic bomb is to keep somebody else from using one. It can give us no protection – only the doubtful satisfaction of retaliation. Nuclear weapons offer us nothing but a balance of terror and a balance of terror is still terror. . . .

– George Wald

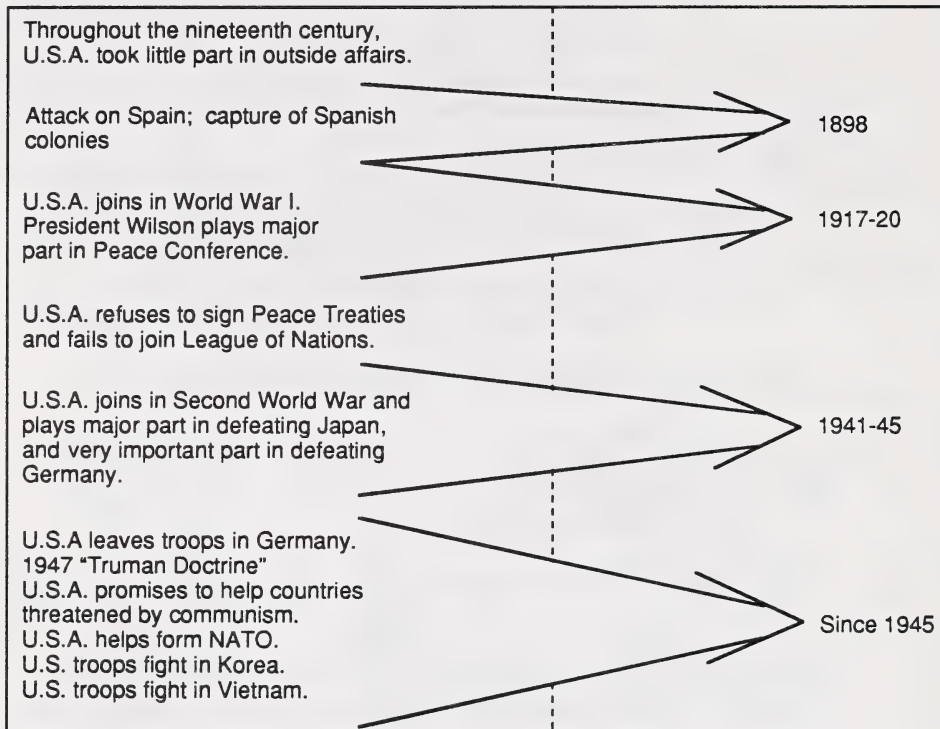
Source II



* It is estimated that \$1150 billion was spent by all countries in fighting the Second World War.

58. Which of the following issues is raised by Sources I and II?
- A. Should nations decrease economic and financial aid to maintain world peace?
 - B. Should nations continue to spend money on the development of nuclear weapons?
 - C. Should nations form regional alliances to achieve a balance of power?
 - D. Should nations in the "Nuclear Club" support an atmospheric test ban treaty?
59. Which of the following research questions is most clearly addressed by Source II?
- A. Which nations belong to the "Nuclear Club"?
 - B. Why are nations producing new types of weapons?
 - C. What is the destructive capability of nuclear weapons?
 - D. How much money does the U.S.A. spend on nuclear weapons?
60. Both sources illustrate the dangers that arise from a policy of
- A. limited war
 - B. secret diplomacy
 - C. mutual deterrence
 - D. collective security
61. Which conclusion is **BEST** supported by the information in Source II?
- A. The United Nations is ineffective.
 - B. Superpower domination of the world is increasing.
 - C. World expenditures on arms have reached unprecedented levels.
 - D. The "Nuclear Club" is threatened by chemical and biological weapons.
62. Which course of action would a supporter of détente favour to lessen the serious risks indicated in Source I?
- A. the reopening of the SALT talks
 - B. the stockpiling of nuclear weapons
 - C. the strengthening of regional alliances
 - D. the cancellation of the Helsinki Accords
63. In which Second World War battle were the tactics of swift air attacks and rapidly advancing tanks used to achieve a quick and decisive victory?
- A. the Dieppe Raid
 - B. the German Invasion of Poland
 - C. the Battle of Stalingrad
 - D. the Japanese invasion of the Philippines

Use the information that follows to answer question 64.



64. The diagram traces the abandonment of the American foreign policy of
- A. containment
 - B. isolationism
 - C. normalcy
 - D. appeasement
65. Which of the following is an example of increased interdependence?
- A. the U.S.A.'s proposal for Strategic Defense Initiative
 - B. Gorbachev's *perestroika* for the Soviet economy
 - C. the superpower arms race
 - D. Soviet-French accords for economic cooperation

66. Which of the following would agree with a case-by-case approach to dealing with international debt problems?
- A. the United States of America
 - B. the Brandt Report of 1980
 - C. the Congress of African Unity
 - D. the Group of 77
67. An example of confrontation is
- A. the SALT I Agreement
 - B. the INF Agreement
 - C. the Nuclear Arms Race
 - D. the START negotiations
68. Which of the following would characterize détente between superpowers?
- A. the U.S. proposal for deploying the neutron bomb
 - B. the Soviet deployment of SS20 missiles
 - C. President Reagan's comment that the USSR was an "evil empire"
 - D. General Secretary Gorbachev's proposals for nuclear arms cuts
69. Which of the following actually resulted in the most debt reduction for the poor world?
- A. the Ottawa Summit 1980
 - B. the Cancun Summit 1980
 - C. the Toronto Summit 1988
 - D. the Paris Summit 1989
70. Increasing international interdependence is demonstrated by which of the following?
- A. issuing citizens gas masks
 - B. Iraq's using mustard gas on its Kurdish minority group
 - C. fitting bomb shelters with air filters
 - D. holding a 149-nation conference on chemical weapons disarmament

Rough Work

(Marks will not be given for work done on this page.)

PART A: RESPONSE PAGE

_____	1.	_____	15.	_____	29.	_____	43.	_____	57.
_____	2.	_____	16.	_____	30.	_____	44.	_____	58.
_____	3.	_____	17.	_____	31.	_____	45.	_____	59.
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_____	10.	_____	24.	_____	38.	_____	52.	_____	66.
_____	11.	_____	25.	_____	39.	_____	53.	_____	67.
_____	12.	_____	26.	_____	40.	_____	54.	_____	68.
_____	13.	_____	27.	_____	41.	_____	55.	_____	69.
_____	14.	_____	28.	_____	42.	_____	56.	_____	70.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

INSTRUCTIONS FOR PART B: WRITTEN RESPONSE

The written-response section is an essay assignment worth 30 percent of the total examination mark. Essays for each topic will be marked according to the same criteria.

Choose **ONE** of the two topics that follow for your essay.

Be sure to indicate your choice of topic.

If you write on both topics, **ONLY** the first will be marked.

Read all parts of the assignment carefully.

Complete your essay in the space provided. There are pages provided for planning, for drafting, and for your finished work.

PART B: WRITTEN RESPONSE**TOPIC 1**

Some governments believe that individual freedom should be restricted to accomplish national economic goals such as full employment. The Nazi government of Adolf Hitler and the Soviet government of Joseph Stalin during the 1930s provide examples of such governments. Other governments have attempted to maintain individual freedom while endeavoring to achieve important national economic goals. The American government that enacted Roosevelt's New Deal during the Great Depression provides an example of this approach.

In an essay, take and defend a position on this issue:

SHOULD THE CANADIAN GOVERNMENT RESTRICT INDIVIDUAL FREEDOM DURING TIMES OF ECONOMIC DEPRESSION TO ACHIEVE FULL EMPLOYMENT?

In your essay

- | | |
|--|----------|
| • define the issue by identifying different points of view and thoughtfully discussing assumptions underlying these points of view | 5 marks |
| • take and defend a position on the issue by developing logical and persuasive arguments | 10 marks |
| • select and accurately develop relevant examples or case studies as evidence to support your position | 10 marks |
| • use an appropriate level and style of language and expression | 5 marks |

TOTAL	30 marks
-------	----------

TOPIC 2

Some nations follow a policy of allocating increasing amounts of human and material resources toward improving their military preparedness. They believe such a policy will lessen the dangers of aggressive actions against them. Other nations channel their human and material resources to such areas as economic development and increased aid to underdeveloped nations. They believe such actions are better suited to maintain world peace.

In an essay, take and defend a position on this issue:

SHOULD NATIONS INCREASE THE SIZE OF THEIR DEFENCE BUDGETS?**In your essay**

- | | |
|--|----------|
| • define the issue by identifying different points of view and thoughtfully discussing assumptions underlying these points of view | 5 marks |
| • take and defend a position on the issue by developing logical and persuasive arguments | 10 marks |
| • select and accurately develop relevant examples or case studies as evidence to support your position | 10 marks |
| • use an appropriate level and style of language and expression | 5 marks |

TOTAL	30 marks
-------	----------

[illegible]

Name of Student _____ Student I.D. # _____
Name of School _____ Date _____

Rough Work

(Marks will not be given for work done on this page.)

Rough Work

(Marks will not be given for work done on this page.)

Teacher Questionnaire

Course name & number _____ Teacher's name _____

Teacher's area of expertise _____ School name _____

Date _____

Design

1. The modules follows a definite systematic design. Did you find it easy to follow?

Yes No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

Yes No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

Yes No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

Yes No If no, explain.

5. The activities include self-assessment questions. These questions are to help clarify and reinforce the instructional materials. Did students use the answers effectively?

Yes No If no, explain.

6. Did the two streams of Follow-up Activities (Extra-help and Enrichment) prove to be helpful?

Yes No If no, explain.

7. Were students motivated to try these Follow-up Activities on their own?

Yes No If no, give details.

8. Were the assignments clear?

Yes No If no, give details.

9. Were students motivated to try these follow-up activities on their own?

Yes No If no, give details.

9. Were the assignments appropriate?

Yes No If no, give details.

10. Were the assignments clear?

Yes No If no, give details.

11. Were the assignments appropriate?

Yes No If no, give details.

10. Did you fax assignments?

Yes No

11. If you did fax, did you get satisfactory results from using this procedure?

Yes No If no, give details.

Instruction

1. Did you find the instruction clear?

Yes No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

Yes No If no, give details.

3. Did you find the instruction adequate?

Yes No If no, give details.

4. Was the reading level appropriate?

Yes No If no, give details.

5. Was the work load adequate?

Yes No If no, give details.

6. Was the content accurate and current?

Yes No If no, give details.

7. Did the content flow consistently and logically?

Yes No If no, give details.

8. Was the transition between booklets smooth?

Yes No If no, give details.

9. Was the transition between print and media smooth?

Yes

No

If no, give details.

Additional Comments

When you have completed this questionnaire, please mail it to the following address.

Design Department
Alberta Correspondence School
Box 4000
Barrhead, Alberta
T0G 2P0

What the correlation between your two results suggests

1. What the correlation between your two results suggests

Yes No

2. What the correlation between your two results suggests

3. What the correlation between your two results suggests

4. What the correlation between your two results suggests

5. What the correlation between your two results suggests

Additional Comments

6. What the correlation between your two results suggests

7. What the correlation between your two results suggests

8. What the correlation between your two results suggests

9. What the correlation between your two results suggests

10. What the correlation between your two results suggests

11. What the correlation between your two results suggests

2

When you have completed this questionnaire, please mail it to the following address:

Design Department

Academy Correspondence School

Box 4500

Seattle, Alaska

98104

12. What the correlation between your two results suggests

13. What the correlation between your two results suggests

14. What the correlation between your two results suggests

N.L.C. - B.N.C.



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